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ABSTRACT

This descriptive and evaluative report on the Napa County Business/Education Partnership (NCBEP) project describes the efforts of Napa Valley College (NVC), the Napa Valley Unified School District, and the County Office of Education to involve educators and business representatives in the development of a regional planning process for career-vocational education. Following introductory sections and information on the project's mission and goals, part I describes the final organizational model for the NCBEP, including information on the functions and membership of the executive, steering, needs assessment, planning and development, and student services committees, and the Regional Subject Area Advisory Committee for Business Education. Part II reviews the process of model development, which included: (1) forming a regional planning group; (2) developing the organizational structure; and (3) establishing committees designed to: assess the needs of regional employers, identify current gaps and duplications in vocational education programs, establish accountability criteria, develop a regional data collection system, identify coordination issues, develop action plans, examine student support services, and assess business curricula countywide. This section also discusses the impact of the state budget crisis. Part III discusses the relationship of NCBEP to the goals of the California Plan for Career-Vocational Education. Part IV summarizes interim and final evaluation findings. Finally, part V offers recommendations for the model's replication. Appendixes provide the employer needs assessment report and survey instrument; sub-committee report summaries; and the evaluation survey instrument. (PAA)

ED335069

NAPA COUNTY BUSINESS/EDUCATION

PARTNERSHIP

A Regional Planning Model

for

Career-Vocational Education

Project Director
Dr. Diane Carey, Vice President
Napa Valley College

Project Supervisor
Doris Zylinski

Project Coordinator
Arlene Corsello

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Napa Valley College
Napa County Office of Education
Napa Valley Unified School District

June 30, 1991

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EXECUTIVE SUMMARY

The need to establish a regional planning group and process for identifying regional employer needs and the educational programs and support services to meet those needs was recognized by Napa Valley College, Napa Valley Unified School District and the Napa County Office of Education. Their collaborative efforts resulted in grant funding on October 17, 1990, to develop a regional planning model for planning career-vocational education. The goals were: 1) to identify regional labor market needs and construct non-duplicative responses to those needs, and 2) to develop significant education/employer linkages with regard to the planning, implementation and evaluation of career-vocational programs and services.

Establishing a regional planning group began with the formation of a Steering Committee, 26 members, half educators and half employers, including six superintendents of schools, principals and other key educators selected to represent every level of education and all educational entities involved with career-vocational education. An equal number of employers were recruited to represent business, education and government. Methods of recruitment and committee composition are reviewed in detail in the report. The Napa County Business/Education Partnership consists of this planning group and all its sub-committees. The sub-committees are task-oriented committees, appointed by the Steering Committee.

Using the grant proposal and the California Plan for Career-Vocational Education, Parts I and II, as a guideline, the Steering Committee focused on evolving a workable organizational structure and committee functions to implement components of the California Plan. They also focused as a group on what each member hoped would be an outcome of this project.

The Steering Committee appointed a Needs Assessment Committee of six employers and three educators to conduct an exploratory study of employer needs in Napa County. The Employer Needs Survey which included committee recommmendations and the survey form is included in the Appendices. The recommendations of the Needs Assessment Committee were incorporated by the Steering Committee into the "Mission Statement, Goals and Objectives" for the Partnership.

Initially, a Coordinating Committee was appointed which became the Planning and Development Committee. This committee was assigned the task of delineation of function among education providers. They devised a format for showing enrollments for all career-vocational education courses at Napa Valley College, Napa Valley Unified School District with a separate listing for Adult School, ROP, St. Helena High School, and Calistoga

Junior/Senior High School. They also collected information on the courses available throughout Napa County. This information was used to examine gaps and possible areas for articulation.

The second task assigned to the Planning and Development Committee was to find a method of establishing regional subject area advisory committees. The first regional committee was formed for business education.

The Steering Committee also appointed a Student Services Committee to examine support services offered throughout Napa County.

The functions of each committee and the relationship between committees are specified in this report. Each sub-committee also reviewed the draft "Mission Statement, Goals and Objectives" and made recommendations. A summary report on the work and recommendations of each sub-committee is included in the Appendices of this report.

During the interim evaluation the decision was made to add an Executive Committee, elected members of the Steering Committee, to provide continuity between meetings and supervise the implementation of recommendations. They will also supervise the staff, budget, and fundraising.

An evaluation survey was developed for use as the final evaluation of this project. The results showed a high degree of satisfaction with the Mission Statement, Goals and Objectives, a high degree of satisfaction with the organizational structure with specific suggestions primarily focused on reduction of size of sub-committees and increased employer involvement, and a high degree of satisfaction with the accomplishments of individual committees.

The "Mission Statement, Goals and Objectives" is the final product of the work of the Partnership during this school year. It is the basis of the work plan which is in progress by the Executive Committee. It is the culmination of input from all members of the Partnership.

"The mission of the Napa County Business/Education Partnership is to bring all levels of education and business together in an equal partnership for the purpose of developing high-quality academic/career programs and services that meet the needs of Napa County's employers and students (future employees)."

The goals of the Partnership are:
1) to support an on-going structure for regional planning and implementation of career-vocational education,
2) to develop and implement programs with educators and employers, working together to teach students the work ethic and the importance of specific skills in future career success, and

3) to develop and implement methods of meeting the special needs of the Hispanic community, ESL students and other target groups which may be selected in the future.

Recommendations for Replication

1. Superintendents of local school district and the President of the community college or any other colleges in the area must be involved, committed and visible.
2. Employers should represent the diversity of employers in business, industry, and government for the geographic area represented by the educators.
3. The Steering Committee and Executive Committee should be half employers and half educators to emphasize the equality of the Partnership.
4. Allow adequate time for recruitment since successful recruitment is the key to project success.
5. Begin at the top. Recruit Steering Committee members by approaching the top decision-makers in industry, business, and government.
6. Consider special populations in the geographic area and gender balance. Since most top leadership positions in business, industry and education are still held by men and by men who are not members of the "new majority," representation by women and specific ethnic groups has to be planned.
7. Allow members to send a representative when they must miss a meeting.
8. Always keep committee members informed about the progress in meetings they have missed.
9. Arrange meetings with groups of teachers, counselors, students, existing subject area advisory committee, governing boards in education and other education and community groups to inform them about the project.
10. All sub-committees should be task-oriented, meeting only to complete specific tasks related to their functions.
11. Plan periodic evaluations of the committee functions and process.

Specific suggestions are also included for committee memberships, logistics, office space and clerical support and a suggested sequence for activating sub-committees.

The most important aspect of this project was the active involvement of 31 employers, 36 educators, three students, and a representative of the Employment Training Office working together to survey employer needs, produce an organizational structure, and a "Mission Statement, Goals and Objectives" representing their desired outcomes for career-vocational education in Napa County to better meet employer needs. The commitment is established and the work plan in progress.

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP

A Region Planning Model

for

Career-Vocational Education

Project Director
Dr. Diane Carey, Vice President
Napa Valley College

Project Supervisor
Doris Zylinski

Project Coordinator
Arlene Corsello

Funding provided by:
Chancellor's Office
California Community Colleges

Napa Valley College
Napa County Office of Education
Napa Valley Unified School District

October 17, 1990 - June 30, 1991

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INTRODUCTION

During the summer of 1990 the President of Napa Valley College, Dr. William H. Feddersen, the Superintendent of the Napa Valley Unified School District, Dr. John J. Gyves and Ed Henderson, Superintendent of the County Office of Education, joined forces and applied for a Vocational Education Special Projects grant to form a regional planning group for career-vocational education. The Request for Proposals (RFP) indicated that the purpose of the grant funding was to implement major components related to the issues, goals, and strategies identified in "The California Plan for Career-Vocational Education: Parts One and Two."

Two essential elements of the project were identified in the RFP:
1) to establish a regional planning group with representatives from K-12, ROP, adult schools, community colleges, business, industry, labor, government, and private industry councils (PICs) to design and implement a regional plan for improvement and delivery of career-vocational education programs and services;
2) to utilize employer and community linkages for developing and implementing a plan for improvement and promotion of career-vocational education programs including the identification of strategies for business and industry to participate in partnerships with the educational agencies.

The grant proposal titled Napa County Career-Vocational Education Planning Partnership set forth the following objectives:
1) to design and implement a regional planning process addressing local area needs,
2) to develop and disseminate a regional planning model, and
3) to publish and disseminate a document describing successful strategies to develop employer linkages and suggestions for replication.

The grant was funded on October 17, 1990. A Project Coordinator was hired.

Part I contains the final organizational model for the Napa County Business/Education Partnership.

Part II reviews the process used to develop the model.

Part III shows the relationship of the project to the California Plan for Career-Vocational Education.

Part IV is the evaluation of the model.

Part V consists of the recommendations for replication.

Napa County Business/Education Partnership

MISSION STATEMENT

GOALS AND OBJECTIVES

Mission:

The mission of the Napa County Business/Education Partnership is to bring all levels of education and business together in an equal partnership for the purpose of developing high-quality academic/career programs and services that meet the needs of Napa County's employers and students (future employees).

Goal I. **Support an on-going structure for regional planning and implementation of career-vocational education.**

A. Utilize the model organizational structure developed under the Career-Vocational Education grant, 1990-91, with a plan for periodic evaluations of the committee structure in order to meet the goals of the Partnership Steering Committee.

B. Locate funding sources for continuation of the project.

C. Expand participation in the partnership to include other interested groups, such as chambers of commerce throughout the valley.

D. Advocate to the legislature or other appropriate organizations for adequate funding of training programs to meet the need for employees in specific occupations.

Goal II. **Develop and implement programs with educators and employers, working together to teach students the work ethic and the importance of specific skills in future career success.**

A. Develop an employability profile/index of work maturity traits and basic academic skills, with employer input.

1. Develop county-wide, standard competency levels for interpersonal skills and work maturity traits (Model General Occupational Employability Skills Handbook) with employer input.

2. Develop competency levels for clear, concise written communication and levels of achievement in math for students in career-vocational education programs.

3. Develop a form to reflect the above competencies (1 and 2) and a system for completion of the form by educators and students.

4. Promote availability of the form to employers.

B. Articulate and coordinate programs between the grades and community college, including employer participation in validation of curriculum. Examine and evaluate the following:

1. Development of career paths

2. A business-vocational magnet program

3. "2 + 2 Tech Prep" programs

4. Development of a course or course segment on work expectations, including an understanding of business economics

5. Development of education-employer linkages in all departments, academic and vocational education

6. Extensive use of computers at every level of education

7. College credit vocational classes at the high-school level

8. Re-examine graduation competency testing to assure that job-related skills are adequately tested

C. Develop and implement an annual systematic procedure to provide planned, supervised instructional programs for career exploration and employer-student interaction. Examples are listed below:

1. Mentoring programs, opportunities for students to "shadow" or interview individuals in careers of interest to them

2. Classroom speakers on employer expectations and specific career opportunities

3. Career fairs

4. Identification of employers willing to host field trips, provide awards or scholarships, or display student artwork at their businesses

D. Develop and implement internship programs for high school and college-level students.

Goal III: **Develop and implement methods of meeting the special needs of the Hispanic community, ESL students, and other target groups which may be selected in the future.**

A. Develop a pre-apprenticeship skills training program to enable adult women and minorities to get into apprenticeship programs previously not available to them.

B. Increase minority participation on all committees.

C. Use minority business leaders as mentors, encouraging Hispanic students to obtain training for positions requiring or preferring bilingual skills.

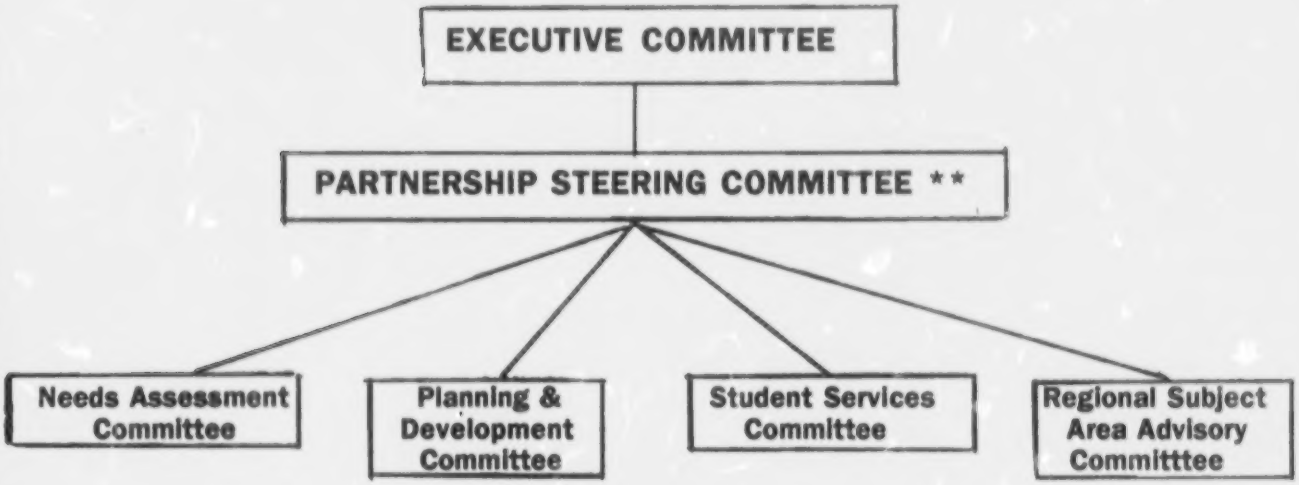
D. Implement outreach and linkages with existing minority groups.

Part I: The Model

Organizational Structure

For

Napa County Business/Education Partnerhsip



* * Steering Committee MUST have an equal number of educators and employers. All levels of education, grades K through college should be represented. Employers should represent the diverse employment opportunities in Napa County and the surrounding region. This Committtee is scheduled to meet quarterly.

The Partnership Steering Committee will appoint sub-committees for tasks as needed to achieve goals of the Partnership.

The Chair of each sub-committee serves as a member of the Partnership Steering Committee.

The Project Coordinator serves as staff for all committees.

EXECUTIVE COMMITTEE

Functions

1. Provide focus, continuity, and act on behalf of the Partnership Steering Committee between quarterly meetings.

2. Supervise Partnership staff and budget.

3. Supervise implementation of Partnership recommendations and monitor progress of sub-committees in accordance with policy established by the Partnership Steering Committee.

4. Coordinate and supervise fundraising activities.

Membership and Record of Meetings

This committee acts as an executive board with membership consisting of the two Co-Chairs of the Steering Committee, three employer representatives and three Superintendents, elected from the membership of the Partnership Steering Committee. Minutes of all meetings are mailed to all members of the Partnership Steering Committee.

Executive Board

Dr. Diane Carey, Project Director
Dr. John Gyves
Charles Gravett
Sheldon Davidow
Dr. William Feddersen
Ed Henderson
Angie Pieper
Terry Robinson
Dr. Emanuel Scrofani

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP
STEERING COMMITTEE

Functions

1. To design and implement a regional plan for delivery of career-vocational education programs and services.

2. Identify the roles and responsibilities of each education provider in meeting career-vocational education needs.

3. Develop and identify employer linkages and partnerships with each educational segment (K-5, 6-8, 9-12, ROP, adult school and community college).

4. Appoint a needs assessment committee to establish a process for identifying regional employer needs and developing a regional data collection system.

5. Appoint subject area advisory committees to review existing curriculum in relation to employment trends and needs.

6. Select specific career-vocational education programs for review by subject area advisory committees.

7. Appoint a student services committee to recommend a program of student support services for recruitment, successful completion of career-vocational education programs and job placement.

8. Select target group for student services project.

9. Develop a plan for promotion of career-vocational education programs.

10. Select methods of accountability to be used in evaluation of career-vocational programs.

11. Establish timelines for completion of tasks assigned to committees.

12. Evaluate the effectiveness of the planning process.

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP

STEERING COMMITTEE

Members

Co-Chairmen

Dr. John J. Gyves, Superintendent of Napa Valley Unified School District (NVUSD)

Charles Gravett, President of Private Industry Council

Education Representatives

Dr. William Feddersen, President of Napa Valley College
Ed Henderson, Superintendent, Napa County Office of Education (NCOE)
Dr. Emanuel Scrofani, Superintendent, St. Helena Unified School District
John Burke, Superintendent, Calistoga Joint Unified School District
Randy Drabman, Superintendent/Principal, Howell Mountain School
Noreen Hanna, Principal, Napa Valley Adult School, NVUSD
Lars Christensen, Principal, Napa High School, NVUSD
Thomas Prescott, Principal, Vintage High School, NVUSD
Suzanne Kulas, Director, Elementary/Middle Level Education, NVUSD
Joanna Lyons, Director, Regional Occupational Programs, NCOE
Dr. Thomas Travis, Dean, Community Education, Napa Valley College
Gerard Perez, EOPS Financial Aid Counselor, Napa Valley College

Employer Representatives

Jim Ford, Director, Napa Chamber of Commerce
Angie Pieper, Director, Napa City County Development Corporation
Chuck Foster, President, Napa Valley Conference & Visitors Bureau
Bill Knox, Public Relations, Beringer Vineyards
Hyatt Holt, Vice-President, Human Resources, Queen of the Valley Hospital
Jay Hull, Napa County Administrator
Erna Stevenson, Executive Vice-President, Solano-Napa Builders Exchange
Sheldon Davidow, Executive Vice-President, The Doctors' Company
Terry Robinson, President, Vintage Bank
Charles Weir, Vice-President, Nova Group Inc.
Ray Sercu, President, Vallerga's Markets
Sidney Herndon, Director, Napa State Hospital

Chairpersons of Each Sub-Committee

NEEDS ASSESSMENT COMMITTEE

Functions

1. Conduct an exploratory study for identifying regional career-vocational jobs and anticipated employer needs, including employer definition of employability.

2. Analyze results of the study and make recommendations to the Partnership Steering Committee.

3. Provide assistance in implementation of recommendations based on the results of the study.

Members

Employer Representatives

CHAIR: Joan Bowyer, Human Resource Specialist, The Doctors' Company

Kathleen Adams, Administrative Director of Operations for Patient Services,
Queen of the Valley Hospital

Dave Dickson, Community Partnership Manager,
Napa County Administrator's Office

Walt Hampe, Director of Public Affairs, Sutter Home Winery

Julie Jerome, Support Services Manager, Tribotech

Charles Slutzkin, Project Manger, Napa Valley Gateway

Education Representatives

VICE-CHAIR: Mike Lucas, Specialized Vocational Services
Napa Valley Unified School District

Joanna Lyons, Director of Regional Occupational Programs
Napa County Office of Education

Bill Simons, Vocational Education Coordinator/Teacher
Napa Valley Unified School District/Napa High School

Judie Walter-Burke, Director of Planning & Resource Development
Napa Valley College

PLANNING & DEVELOPMENT COMMITTEE

(Previous Title: Coordinating Committee)

Functions

1. Identify current gaps and duplications in career-vocational education programs.

2. Establish accountability criteria to measure success, develop a regional data collection system, and identify coordination issues related to budgets, personnel and facilities as needed to implement goals of the Partnership.

3. Develop action plans and/or alternative solutions as requested by the Partnership Steering Committee.

Members

Education Representatives

CHAIR: Dr. Diane Carey, Vice-President
Instruction and Student Services, Napa Valley College

Doris Zylinski, Dean of Health Occupations
Napa Valley College

Tony Apolloni, Associate Superintendent
Napa County Office of Education

Len Casanega, Principal
St. Helena High School

Jeffrey Johnson, Principal
Calistoga Junior/Senior High School

Barbara Pahre, Director, Curriculum/Staff Development
Napa Valley Unified School District

Frank Silva, Director of Secondary Education
Napa Valley Unified School District

Employer Representatives

Antonio Vianna, Vice-President, Human Resources
The Doctors' Company

Mark Coleman, State Farm Insurance Agent
Chair of Education Committee
Napa Chamber of Commerce

Elaine Moulton, Personnel Officer
State Department of Mental Health
Napa State Hospital

STUDENT SERVICES COMMITTEE

Functions

1. Assist the Napa County Business/Education Partnership in short and long term planning for promotion of career-vocational education programs.

2. Recommend specific techniques for recruitment of students in career-vocational education programs.

3. Develop a process for dissemination of career-vocational information to students parents, and the community.

4. Identify student support services which enable at risk students to succeed in career-vocational education programs, and design a specific program for a target group to be selected by the Napa County Business/Education Partnership.

5. Delineate the role of student services in graduate outcomes, job placement or further education.

Members

Education Representatives

CHAIR: Sylvia Drawsky, Career Center Coordinator at
St. Helena High School & Calistoga Junior/Senior High School

VICE-CHAIR: Carole McClain, Special Education Coordinator/Special
Vocational Services, Napa Valley Unified School District

Lauralyn Bauer, Career/Re-Entry Center Coordinator
Napa Valley College

Bill Blair, Counselor/High School Outreach, Napa Valley College

Kim Brovelli, Student, Vintage High School

Larry Swan, Counselor representing Vintage High School and
Napa Valley Adult School

Teresa Matta, Special Day Class Teacher, Napa High School

Clay Newton, Student, Napa High School

Will Phillips, Student, Napa High School

John Todd, Career Center Coordinator, Napa High School

Bill Simons, Vocational Education Coordinator/Teacher
Napa Valley Unified School District/ Napa High School

Kasey Green, Employment Training Office

Employer Representatives

Dan Moller, Purchasing Manager, Syar Industries

Ed Hirte, Hirte Bros. Construction Company

Terri Ingwell, Director of Personnel, Meadowood

REGIONAL
SUBJECT AREA ADVISORY COMMITTEE
FOR BUSINESS EDUCATION

Functions

1. Analyze current employment trends, current and projected needs.

2. Review existing curriculum in relation to meeting the above needs.

3. Identify gaps and duplications in career-vocational education programs and available resources and ommend methods of eliminating gaps and duplications.

4. Design a process which would assist industry and education in working together to ensure that students are not required to repeat prior learning and are given credit for acquired competencies through development of clearly defined articulation agreements for all career-vocational education programs.

Members
Employer Representatives

CHAIR: Carmen Garcia, Operations Training Officer, Napa Valley Bank

VICE-CHAIR: Cynthia Kasten, City of Napa, Personnel Director

Carole Manifold, Nelson Personnel

Linda Ozores, Director of Personnel, Silverado

Dan Moller, Purchasing Manager, Syar Industries

Fred Barson, Barson Armstrong Advertising & Public Relations *

Bill Carden, Personnel Director, County of Napa

Linda Grant, Director of Education & Training, Queen of the Valley Hospital, will replace Fred Barson in the fall. Fred is Moving out of Napa County.

Education Representatives

* Axel Christensen, Coordinator, Accounting Program, Napa Valley College

Joanna Lyons, Director, County Office of Education

Anna Gregg, Teacher, Vintage High School

Thomas Dermody, Teacher, Napa High School

Deborah Finley, Job Placement Specialist, Napa Valley College

Carol Baker, Coordinator, Office Administration Program,
Napa Valley College

Hyatt Barnes, Coordinator, Computer Studies, Napa Valley College

Hyatt Barnes will be replaced by Andrew McConnell, and Axel Christensen will be replaced by Tony Merlonghi in fall, 1991.

PART II: THE PROCESS

FORMING A REGIONAL PLANNING GROUP

Role of the Superintendents

A general outline of the grant was presented to the Superintendents at their monthly meeting prior to funding. This group included the President of Napa Valley College, the County Superintendent of Schools, the Superintendent of the Napa Valley Unified School District, the Superintendent of the St. Helena Unified School District, the Superintendent of the Calistoga Joint Unified School District, and the Superintendent/Principal of the Howell Mountain School District.

After funding, the first task for the three superintendents who received the grant was to hire a Project Coordinator. The individual chosen was a former educator and city councilperson who had contacts with business and education leaders.

The first task for the Project Coordinator was to devise a beginning organizational structure and bring it back to the superintendents for approval.

The initial grant proposal called for the three Superintendents who had applied for the grant to serve as chairs with their key instructional leaders as Vice-Chairs. The first decision was that the planning group would be co-chaired by one of the Superintendents and the President of the Private Industry Council to emphasize the equal partnership between education and employers. The Superintendent of the Napa Valley Unified School District (the largest school district in Napa County) was elected for the Education Co-Chair. The President of the Private Industry Council (PIC) was elected the Co-Chair for Business, Industry and Government.

The Superintendents also voted to call the regional planning group the Napa County Business/Education Partnership. As the process evolved, the regional planning group has become the Partnership Steering Committee. The title Napa County Business Education Partnership refers to the original group, all sub-committees and the Executive Committee.

To facilitate and encourage the active participation of all Superintendents, the meeting dates and location would be the same as the Superintendents existing monthly meetings.

The Superintendents also decided that the regional planning group would meet only four times per year, two meetings during fall semester and two during spring semester. The reasoning was that the individuals they hoped would join the planning group are people with heavy schedules who would be more likely to commit to the project if the number of meetings were limited. For unavoidable absences due to business conflicts, members would be allowed to send a representative from their organization.

Membership Recruitment for Regional Planning Group

Educators

In addition to the three Superintendents who had applied for the grant, the Superintendents from Calistoga, St. Helena and Howell Mountain all volunteered to be active participants on the Partnership Steering Committee.

A meeting with the Superintendents, the Project Director who is also the Vice-President of the College, and the Project Supervisor who is Dean of Health Occupations produced the following suggestions for educational representation:

Principals of Napa High and Vintage High, two large high schools in the Napa Valley Unified School District,

Principal of Napa Valley Adult School,

Director of the Regional Occupational Programs for the County Office of Education,

Director of Elementary/Middle School Education for Napa Valley Unified School District,

Dean of Community Education for Napa Valley College.

The Project Coordinator contacted each person individually to provide information about the project.

Employers

Several factors entered into the selection of employers for the regional planning group. One was that we wanted community leaders, people of influence in the community; two, we wanted individuals with access to a group of employers to increase the possibility of networking in the future; three, we wanted diversity, representatives from government, industry and business.

With those factors in mind the Project Coordinator requested a list of members from the Napa Chamber of Commerce and the Private Industry Council. The Project Coordinator also met with the Director of the Napa City County Development Corporation, the Acting Director of the Employment Training Office, and the Director of the Napa Chamber of Commerce.

As a result, the following individuals were asked to participate in the regional planning group:

Executive Director of the Chamber of Commerce who has access to a large number of local businesses ranging from one-person offices to large major employers,

Director of the Napa City County Development Corporation who has a board with many influential employers plus playing a major role in bringing new business to Napa and conducting business retention and expansion studies,

President of the Napa Valley Conference & Visitors' Bureau who also owns a balloon aviation company and could represent the growing tourism industry,

Vice-President of Human Resources for Queen of the Valley Hospital to represent the medical industry,

County Administrator to represent government,

Executive Vice-President of the Solano-Napa Builders Exchange to represent the construction trades,

Executive Vice-Present of The Doctors' Company, representing the insurance industry,

President of Vintage Bank to represent finance,

Vice-President of Nova Group, Inc., a manufacturing company,

Director of Napa State Hospital, one of the largest employers in the Valley who could also represent a state agency.

In addition, the Project Coordinator spoke at a meeting of the Vintners' Association, asking for a volunteer to represent the wine industry. The Assistant Public Relations Manager from Beringer Vineyards joined as a representative of the Vintners' Association.

The first meeting of the regional planning group, now called the Napa County Business/Education Partnership Steering Committee, was held on November 14, 1990. At that time the Partnership suggested that Gerard Perez from the College Financial Aid Office be added to represent the Hispanic community and that a member from retail business be added, suggesting Ray Sercu, President of Vallerga's Markets. This resulted in a Steering Committee of 26 people, half employers and half educators.

Method of Recruitment

The initial contact with both educators and employers was a telphone call by the Project Coordinator, requesting an appointment to discuss the formation of a Napa County Business/Education Partnership. These calls were sometimes quite brief with a follow-up in-person appointment scheduled; others were extremely lengthy since the individual had many questions prior to making an appointment.

Appointments with educators consisted primarily of giving them information about the grant and the involvement of the Superintendents. In some instances, the Superintendent had already discussed the project with the individual.

Appointments with employers focused on this as an opportunity to participate with educators in an effort to improve the pool of potential employees in the future. Recruiting employers was not difficult since all expressed concern about the quality of today's applicants for jobs. Every employer contacted joined the Partnership with the exception of one. However, even this employer now has an employee representing the business on a sub-committee. Successful recruitment was ultimately initiated by another committee member.

At the time of the first appointment the proposed organizational structure (Appendix A) was available for discussion. It was emphasized that the organizational structure would be evolving during the year into a model for the regional planning of career-vocational education.

Student Participation

At the first meeting of the Partnership Steering Committee the President of PIC suggested that we find a way to actively involve students in the Partnership. At the request of the Project Coordinator, the Vocational Education Coordinator for Napa Valley Unified School District assembled a group of students recommended by vocational education instructors to discuss the project and get their input on the role of students in the project. One question was whether students should be involved in the proposed committees or in a separate student committee. They expressed preference for involvement in the proposed committees. When volunteers were requested for specific committees, the student services committee was chosen.

DEVELOPING THE ORGANIZATIONAL STRUCTURE

Prior to recruitment of members for the Partnership, an organizational structure was developed as a beginning point for the process of evolving a workable model. The organizational structure consisted of the following components:

1) Mission Statement, Goals and Objectives
2) Organizational Chart
3) Functions of Steering Committee
4) Membership
5) Functions and Membership for each Sub-Committee

This document (Appendix A) was very important since it was used for recruitment and used at presentations about the project, both as a handout and for transparencies (Appendix B).

This initial structure was a rough draft taken to the Superintendents at their meeting on October 17. It was reviewed by the Project Monitor in Sacramento the next day and revised, incorporating suggestions from both meetings before recruitment.

Mission Statement and Goals: The Beginning

Developing a mission statement does not inspire people to attend meetings voluntarily, so we began the process by using the following statement from the CALIFORNIA PLAN FOR CAREER-VOCATIONAL EDUCATION (from Part One: Policy Directions, page 11) as the Mission Statement:

> "The mission of career-vocational education in California is to enhance the personal and economic well-being of individuals and to develop human resources which contribute to the economic development of the state."

Information from the RFP for the grant and the grant proposal were used to develop goals and objectives. The three essential elements in the goals were:

1) Establishing regional planning groups with representatives from K-12, ROP, adult schools, community colleges, business, industry, labor, government and PIC,
2) Utilizing employer and community linkages for developing and implementing a plan,
3) Include support service activities that contribute to the ability of students to succeed.

Mission Statement and Goals: The Outcome

The Partnership Steering Committee spent most of their meeting time on development of the final mission statement, goals and objectives. This document will be the basis of

the work plan for implementation. The process has been extremely important since it resulted from the input of about seventy people who have participated in the Steering Committee and the sub-committees. We now have "buy-in" and commitment from a large group of employers and educators. It is their plan.

We did NOT begin by asking participants to develop a mission statement, goals and objectives. We began by asking what outcomes do you want to see. We divided the group into smaller groups for brainstorming sessions. The resulting ideas were discussed, selected and prioritized. The information was organized into goals and objectives. This information was then taken to each sub-committee for review and input. It was at the end of the process that the mission statement was re-written by the Executive Committee and submitted to the Steering Committee for approval.

Defining Career-Vocational Education

An essential element was the addition of a page to the organizational structure defining career-vocational education (Appendix B). Initially, this Partnership was referred to by educators as the "voc-ed project." Since career-vocational education is not limited to vocational education classes, clarification was important. (The definition is from page 9 of the California Plan for Career-Vocatinal Education, Part One: Policy Directions.)

Organizational Chart

The grant proposal called for the establishment of key operational committees by the Partnership Steering Committee, specifically naming a needs assessment committee, subject area advisory committees, and student services committee.

Unlike the other sub-committees, the concept of a coordinating committee was not in the grant proposal. In the initial conception for the organizational structure the sub-committees were viewed as working, task-oriented groups that would generate recommendations to the Partnership Steering Committee which would play a policy-making role, accepting or rejecting recommendations from the sub-committees. The Coordinating Committee was established as a reality testing group to evaluate the recommendations from sub-committees, identifying coordination issues related to budget, personnel and facilities. Rather than rejecting recommendations, this committee would identify alternative solutions, develop actions plans and set priorities. This did not occur.

Since we emphasized that we were evolving a model and committees could make changes in the structure and functions, they did. Three key changes occurred:

1) Sub-committee members clearly wanted to communicate directly with the decision-makers. No one wanted their input lessened by an intermediary. During the interim evaluation the decision was made that the chairperson of each sub-committee would be a full member of the Partnership Steering Committee. This has strengthened the unity of the total Partnership, providing better communication. Having the Project Coordinator as the only link between committees was a disadvantage.

2) The Coordinating Committee became a task-oriented committee with the same lines of communication and relationship to the Steering Committee as the other sub-committees. At the time of the interim evaluation, they changed their name to the Planning and Development Committee, more accurately reflecting their functions.

3) Steering Committee members were also far more committed and involved in their participation in the process than we expected. The Steering Committee took charge of the project, expressing their willingness to meet more than four times this school year in order to progress as rapidly as possible. The representative from Beringer Vineyards said, "We are in this for the long haul." This expressed attitude was the beinning of a shift in thinking from emphasis on this school year to emphasis on the Partnership as an ongoing commitment.

The size of the committee remained a problem. With 26 members it is time-consuming to allow each person adequate opportunity to speak. For the interim evaluation the Steering Committee selected a small group to meet once to review the process. They recommended the formation of an Executive Committee to meet between meetings of the large Steering Committee.

Committee Functions

The functions for all committees were based on the CALIFORNIA PLAN FOR CAREER-VOCATIONAL EDUCATION and the grant proposal. The functions of the Steering Committee, the Student Services Committee and the Regional Subject Area Advisory Committee for Business Education have not changed. With the exception of the Regional Subject Area Advisory Committee which was formed late in the spring, the other three sub-committees reviewed their functions which resulted in revisions for two committees: the Needs Assessment Committee and the Coordinating/Planning and Development Committee. Some of the functions originally written for the Needs Assessment Committee were moved to the Planning and Development Committee.

NEEDS ASSESSMENT COMMITTEE

The grant proposal timeline specified convening a needs assessment committee before establishing a regional planning group. This was not realistic. We needed to establish the regional planning group in order to identify people who would be available to work on a study of employer needs. The planning group members suggested individuals who would be appropriate for the Needs Assessment Committee. For example, the Director of Napa City-County Development Corporation suggested contacting the President of Tribotech who sent his Support Services Manager, the Doctors' Company suggested a Human Resource Specialist from their company, and the County Administrator suggested his Community Partnership Manager. This was the first sub-committee established by the Partnership.

At the outset it was agreed that the study of employer needs would be the only task on the list of functions which the committee would attempt to complete during this school year. The committee had to work under a tight time-line. Being task oriented, they met weekly, occasionally twice a week, in order to put together a survey and get it out promptly.

Early in the process a member of the Partnership Steering Committee questioned the need for this study since information on employer needs is available from many sources. The majority opinion was that it was important to ask local/regional employers about their needs which might coincide with the literature on the subject, but validation of local employer needs was considered essential. The process of giving local employers the opportunity to speak was important in developing interest and support for the Partnership. As the committee developed the survey questions, they also developed a statement of purpose, what they wanted to find out from the survey.

The return rate was 55% with no telephone follow-up to urge returns of the form. Stationery was developed for the letter accompanying the survey which included the names of all Needs Assessment Committee members, the names of the Steering Committee co-chairs and the title Napa County Business/Education Partnership. The letter was written by the Chair of the Needs Assessment Committee. We do believe the inclusion of local names, making it clear that this was a local group conducting the survey, was helpful in obtaining a high rate of return.

After the study was complete, the committee formulated their recommendations to the Partnership Steering Committee. A copy of the report including the survey is in Appendix C.

In the evaluation of their own process, the Needs Assessment Committee decided that most of the functions in the original organizational structure were not appropriate. Their view was that in conducting the Employer Needs Survey, they established themselves as the group with the closest link to community employers. They would like to continue in tasks which require reaching out to involve employers on specific projects.

COORDINATING COMMITTEE

The Coordinating Committee is now the Planning & Development Committee. This was the second sub-committee to be activated by the Partnership. A summary report on their activities and recommmendations is included in Appendix D.

Initially, this was to be a committee of educators evaluating costs to educators of proposed recommendations. With this in mind the Vice-President of Napa Valley College, who has also been the Project Director, became the Chair of the this committee. The Superintendent of the County Office of Education appointed a representative. The Superintendent of the Napa Valley Unified School District appointed both his Director of Secondary Education and his Director of Curriculum/Staff Development. The high school principals from St. Helena and Calistoga were appointed by their Superintendents. The Project Supervisor who is also Dean of Health Occupations at Napa Valley College volunteered to participate.

The addition of employers to this committee began when the Steering Committee representative for The Doctors' Company pointed out that there could also be costs to employers in recommendations and suggested that the Vice-President for Human Resources from his company be invited to participate. At the point of interim evaluation it was clear that the viewpoint of employers was needed and two more employer representatives were recruited.

STUDENT SERVICES COMMITTEE

The third committee to be established was the student services committee. A summary report of their activities and recommendations is included in Appendix E.

Three students chose to actively participate on this committee. In order to accommodate their schedules for after-school activities, including jobs, and not take them out of the classroom during the day, Student Services was the only committee to meet in the evening.

Evening meetings posed a significant problem in recruiting both educators and employers. For educators this was not part of the job, not an assigned task during their normal working hours. Both educators and employers were reluctant to give up another evening for meetings. While this made it difficult to recruit, the positive side was that the individuals who did participate were extremely dedicated individuals, willing to put in this extra time for the potential benefit to their students, and employers with a strong belief in contributing their time to education. Finding people with this degree of commitment is difficult.

In order to broaden participation from the retail sector, the President of the Downtown Merchants' Association was contacted. She suggested a couple of local small business owners, but they attended one meeting, then resigned. It took numerous phone calls to locate the three employers who are on this committee. Many employers expressed an interest if the meetings were moved to daytime.

Since part of the task for this committee involved assessing student services throughout Napa County, it was important to have members from each school district. We had hoped to have a counselor and career center coordinator from each high school on this committee since they would be examining how students are recruited, dissemination of information to students and parents, and planning for promotion of career-vocational eduation programs. From Napa Valley College we did have active participation from both a counselor and the Career/Re-Entry Center Coordinator. The Career Center Coordinator for both Calistoga Junior/Senior High School and St. Helena High School became the chair and an active participant. With the double disadvantage of time and distance, we were unable to recruit a counselor from either of the upvalley high schools. To represent Napa Valley Unified School District we were able to recruit only one counselor who represented both Vintage High School and Napa Adult School and the Career Center Coordinator from Napa High School.

REGIONAL SUBJECT AREA ADVISORY COMMITTEE FOR BUSINESS EDUCATION

The last committee to be established was a Regional Subject Area Advisory Committee for Business Education. This will be the first subject area advisory committee to examine curriculum throughout Napa County in a specified subject area. They will establish the process to be used by future regional subject area advisory committees in health occupations, etc. Business education was chosen for this first experience since most employers in the project have an interest in this curriculum. This was also an area of anticipated growth in jobs for Napa.

Forming this committee required an altogether different procedure since ROP under the County Office of Education and Napa Valley College have many existing subject area advisory committees. Over 300 people are members of just the college subject area advisory committees. A presentation on the project was included in the program on the day that these committees met at the college, asking for volunteers who would be interested in assisting in the development of a regional committee.

The Chair of the Business and Computer Studies Division at Napa Valley College suggested that his Program Coordinators serve on this committee. Since this is a committee that will actually examine course content, the program coordinators appear to be the appropriate choice since they have some decision-making authority and also teach in the classroom.

The ROP Director was essential to this group since this person works closely with all the existing subject area advisory committees for ROP.

An effort to recruit the Director of Curriculum/Staff Development for the Napa Valley Unified was not successful. A weakness in this committee is involvement by the appropriate persons on staff at the high schools to represent business education courses offered by the Districts (non-ROP). These classes do not have the equivalent of subject area advisory committees for validation of curriculum. With the assistance of the Superintendents this high school representation should be added to this group by September.

Most of the employers recruited for this committee are involved in personnel. As the front-line people working with applicants, they know what skills are needed. Many have served on subject area advisory committees and have expressed enthusiasm for the regional approach.

This first regional subject area advisory committee was formed late in the process since they need the information (course outlines for all business education courses) from the Planning and Development Committee in order to proceed. If the high schools add members with access to this information, moving forward on this task will be expedited. A summary of their activities this year and recommendations are in Appendix F.

IMPACT OF STATE BUDGET ON RECRUITMENT AND PARTICIPATION

An unforeseen hindrance to committee recruitment in the spring was the education budget crisis in California. Many educators expressed a feeling of hopelessness for the future. Many expressed the feeling that it was a waste of time to plan for the future of career-vocational education with the possibility of severe cuts ahead. Some feared for their own jobs and futures. Several pointed out that funding for vocational education classes diminishes each year. A "what's-the-use" attitude was not uncommon.

Counselors stated that students do not have time to take vocational education courses. Several pointed out that the new California State University (CSU) requirements have had a severe impact on classes which are not "college prep." With the fine arts requirement for CSU, vocational education courses are the only ones which do not meet a requirement for college admissions or high school graduation. Some predicted that vocational education will cease to exist at the high school level. These concerns were expressed almost entirely at the sub-committee level during recruitment.

Remarks of this nature were more frequent as the crisis deepened. Some of the individuals who expressed these opinions refused to participate in the project. Those who did participate could see the value of employer participation in finding solutions. Nevertheless, the timing was not ideal for asking educators to plan for the future of career-vocational education.

PART III:

RELATIONSHIP TO CALIFORNIA PLAN FOR CAREER-VOCATIONAL EDUCATION

The foundation of the Napa County Business Education Partnership is the California Plan for Career-Vocational Education. This two-part document was used as a guide in delineating functions for each committee. The following sections illustrate how this project, the establishment of a regional planning group, moves Napa County toward achievement of the goals of that plan.

RESEARCH & PROGRAM PLANNING

"Those who plan for career-vocational education
at the local level should use the results of research
to establish priorities that meet local needs
while avoiding unnecessary duplication
of programs and services." (1)

Assessment of Employer Needs

The first task of the Needs Assessment Committee was to conduct a survey of employer needs. At the same time Napa City/County Development Corporation was conducting a business retention and expansion survey. Since their Executive Director is a member of the Partnership Steering Committee, we worked together, being careful not to duplicate questions so the information from the two surveys would be complementary. The successful return rate on a tight schedule was undoubtedly related to the visibility of both employers and educators conducting the study.

The results of the Employer Needs Survey were widely distributed. Every member of the Napa County Business/Education Partnership, including sub-committee members, received a copy. Through the Superintendents we distributed copies of the study to all school board members. Copies were offered to all survey respondents through a letter which included the abstract summary.

All recommendations from the Needs Assessment Committee were incorporated into the Mission Statement and Goals for the Napa County Business/Education Partnership.

We worked closely with the Director of the local Employment Training Office who was approved for a grant under the State/Local Cooperative Labor Market Information Program of the Employment Development Department. They planned to use the

information from the Employer Needs Survey in selecting the specific jobs to be studied. They also planned to work with the Napa County Business/Education Partnership to obtain community input. Unfortunately, the Employment Development Dept. has been caught in the state budget crisis. As of the writing of this report, the funding for the Labor Market Information Program has been reduced, eliminating the above grant. This would have provided more focused information on specific jobs, a perfect follow-up for the general employer needs assessment, useful not only to the Employment Training Office but to all educators.

While there are many sources of occupational information, a periodic validation with local/regional employers is important in building local relationships. Beginning in fall, 1991, Napa Valley College is going on-line with the Labor Market Information - Statewide Student Follow-Up System, which will be a source of data.

The Needs Assessment Committee stated that changes now need to occur, programs need to be implemented, so that the Committee can show evidence of positive impact before any repeat surveys are even considered. Many employers have commented that they receive surveys in the mail from many sources almost weekly; most are immediately deposited in the "round file." This makes the credibility of the regional planning group and their visibility a prime consideration in planning surveys or any other kind of research.

Credibility and building trust between educators and employers is a prime requirement for the future of the Partnership or any regional planning group. The business community is product oriented and they want to see proof of success. With this in mind, an important function of the Partnership Steering Committee is to select methods of accountability to be used in evaluation of career-vocational programs.

Assessment of Students

During this school year the Student Services Committee has worked on an assessment of what is currently being done throughout Napa County in student services. How and when student assessment occurs for interests and aptitudes related to future careers was one of the areas covered. One of their recommendations to the Partnership was: "Develop a computerized student database on student career interests and competencies demonstrated through the completion of career-vocational education classes, essentially developing a computer resume available at the Career Center for referral to employers for jobs and to assist the student in future decision-making."

Delineating the role of student services in graduate outcomes, job placement or further education, is a function of the Student Services Committee.

Avoiding Unnecessary Duplication

The functions of both the Planning and Development Committee and the Regional Subject Area Advisory Committees include identifying current gaps and duplications in career-vocational education programs. The Planning and Development Committee has approached this issue by compiling enrollment figures and number of classes offered for every career-vocational education class in Napa County. All the recommendations from this committee (Appendix D) relate to elimination of gaps and duplications. The Regional Subject Area Advisory Committee will be examining course content.

Since the subject of duplication is a more sensitive area, the focus has begun with identification of gaps. This area includes curriculum content and populations served. As the entities work together to close gaps, provide smooth transitions through articulation for student moving from secondary to post-secondary education, moving into examination of duplication should be easier, arousing less territoriality than if it were the first issue considered.

Delineation of function among the providers of career-vocational education is the key method of eliminating duplication. For this reason the Partnership includes the Principal of the Napa Adult School, representation from the Employment Training Office, the Director of ROP from the County, the Dean of Community Education for Napa Valley College, the Vice-President of Napa Valley College in charge of Instruction and Student Services, and the Associate Superintendent of Educational Services for the County Office of Education. Since the Napa Valley Unified School District is the largest in Napa County, both the Director of Secondary Education and the Director of Curriculum and Staff Development for the District are members. These are the people with the knowledge and ability to eliminate gaps and duplications. Since they are all involved in the Partnership, they have the opportunity to meet and work together on a regular basis.

PROGRAM QUALITY AND DELIVERY

"Effective career-vocational programs result from an optimal match of student and community needs." (2)

The California Plan states that the support and reinforcement of academic skills must be part of career-vocational education programs. The Employer Needs Survey clearly established this as

a community need. Critical thinking skills, problem solving in math and the ability to communicate clearly and concisely in both writing and speaking were basic skills required in most occupations. This has been incorporated in the Mission Statement, Goals and Objectives. Some of the vocational-education classes do include an academic component and may be used to fulfill graduation requirements. Partnership committee members are available to assist in further development of this concept throughout Napa County.

Current subject area advisory committees provide both Napa Valley College's Vocational Education and Regional Occupational Programs under the County Office of Education with information about the needs of the workplace. Courses offered through the districts vary in employer involvement. The Napa Valley Unified School District has a community committee, but it does not have the employer emphasis. The employers on the Regional Subect Area Advisory Committee for Business Education are primarily individuals from personnel or human resources who are currently hiring and know what they need now.

One function of the Regional Subject Area Advisory Committee for Business Education is to analyze current employment trends, current and projected needs, then review existing curriculum in relation to meeting the needs for all business education courses throughout Napa County - one committee to oversee all business education. This committee will be establishing the model for other regional subject area advisory committees. Examining curriculum from a county-wide perspective should be helpful in promoting articulation agreements between the college and high schools.

Both the Student Services Committee and the Regional Subject Area Advisory Committee have recommended requiring one five-unit course in vocational education for graduation.

INTERAGENCY LINKAGE

"There is a need to increase interagency cooperation at both the local and State levels..." (3)

Recruitment of the key individuals from local agencies was a necessity for establishing interagency linkages. Members of the Partnership represent the following agencies: Private Industry Council, the Napa Chamber of Commerce, the Napa City-County Development Corporation, the Solano-Napa Builders Exchange. One of our teachers, Thomas Dermody, is Bay Section Napa County Coordinator for the California Business Education Association. Both the Director of Napa State Hospital and a Personnel Officer represent the California State Department of Mental Health, the City of Napa is represented by the Personnel Director, the

County of Napa is represented by the County Administrator, the County Personnel Director and the Community Partnership Manager. We have maintained a close relationship with the Director of the Employment Training Office, and one of their counselors has served on a sub-committee.

One of the goals of the Partnership is to expand to linkage to include up-valley Chambers of Commerce.

ARTICULATION

"The purpose of articulation is to provide students a coordinated and sequential progression from one level of education and training to the next." (4)

The establishment of the Partnership provides the opportunity for cooperation among all educational agencies and different levels of education. Napa Valley College has established many articulation agreements with ROP, e.g. Vocational Nursing, Psychiatric Technician Practice, Early Childhood Education, and Welding Technology. Articulation with Napa Valley Unified School District's vocational education classes has begun this year with Applied Physics.

One of the objectives of the Partnership planning is the "2+2" concept, an expansion of current articulation. The Planning and Development Committee through their work showed additional articulation areas to be explored next year.

EMPLOYER LINKAGE

"There is a need for the employment community to be a full partner in planning, delivering, and evaluating career-vocational education programs as rapid and dramatic changes occur in technology, employment practices, and occupational patterns." (5)

Effective communication with employers has been established by including employers on every committee in the Partnership. We have required that the Steering Committee and Executive Committee be half employers and half educators. We established a co-chairmanship, one educator and one employer. They alternate conducting meetings. Of the four sub-committee, two are chaired by educators and two are chaired by employers.

The Employer Needs Survey asked if employers were willing to:
1) develop a supervised work experience program, an internship or a course(s) to prepare students for employment,
2) be a classroom guest speaker on career opportunities or work traits necessary for success,

3) be interviewed by a student,
4) provide field trips,
5) provide opportunities for teachers to train or upgrade their skills.

The result was a long list of willing participants. The Needs Assessment Committee recommended that the Partnership develop a method of annual assessment to identify employers willing to participate activities involving student/employer interaction and a list of educators who want to utilize these opportunities. This was incorporated into the Mission Statement, Goals and Objectives. These are not intended to be lists inclusive of the universe of possibilities for employer linkages. Many of these activities have existed for years. The idea is to eliminate the piecemeal approach and set up an annual system. The Partnership is working on the concept of the Employability Profile and formation of internship programs. With the assistance of the local Chambers of Commerce plus groups represented in the Partnership, such as the Vintners' Association, Solano-Napa Builders Exchange, etc., we have tremendous potential for employer involvement with both students and teachers.

STUDENT ACCESS AND RETENTION

"Access to career-vocational education
encompasses a broad range of issues,
including the assurance that quality programs and services
will be available to all students
regardless of ethnic origin, gender, disability or age." (6)

One of the goals of the Partnership is to develop and implement methods of meeting the special needs of the Hispanic community, ESL students, and other target groups. Information available from the Planning and Resource Development Office at Napa Valley College shows that people who consider themselves to be of Hispanic origin comprised 14.4% of the total population of Napa County in 1990. From 1980 to 1990 the total population growth in Napa County was 11.7%. For those who identify themselves of Hispanic origin, the growth was 84.6% between 1980 and 1990. The Partnership wants to increase minortiy participation on all committees and use of minority business leaders as mentors. Development of a pre- apprenticeship skills training program to enable both minorities and adult women to get into apprenticeship programs is one of the objectives of the Partnership.

Identifying student support services which enable at risk students to succeed in career-vocational education programs is one of the functions of the Student Services Committee.

PUBLIC AWARENESS

"Those who must be informed
about career-vocational education
include legislators, policy makers, students and parents,
employers, the general public, and the educational community
itself." (7)

In addition to speaking to the Boards of Trustees for the educational entities, current Subject Area Advisory Committees, and Vocational-Education faculty, presentations about the project have been made to the Vintner's Association and the Rotary Club and the Education Committee of the Napa Chamber of Commerce. Future plans include presentations to other local groups in order to elicit their support. We have also received some publicity in the local media.

One of the objectives of the Partnership is to advocate to the legislature or other appropriate organizations for adequate funding for specific programs to meet employer needs.

One of the functions of the Student Services Committee is to assist the Partnership in planning for promotion of career-vocational education programs and to develop a process for dissemination of career-vocational information to students, parents, and the community.

NOTES

All notes are from the CALIFORNIA PLAN FOR CAREER-VOCATION EDUCATION: PARTS I AND II, a joint planning effort by the California State Department of Education and the Chancellor's Office for California Community Colleges.

1) page 19
2) page 20
3) page 34
4) page 25
5) page 42
6) page 28
7) page 29

PART IV: EVALUATION

INTERIM EVALUATION

The interim evaluation consisted of each committee as a group evaluating their process, membership composition, and functions. The Steering Committee appointed a group of eight, half employers and half educators, for a one-meeting evaluation with recommendations reported back to them. The evaluation group recommended establishment of an Executive Committee to meet during the months when the Steering Committee does not meet, an increase in planned meeting time from one hour to one and one/half hours, and addition of sub-committee chairpersons as members of the Steering Committee to facilitate communication between committees. This occurred in early March.

The Needs Assessment Committee added their self-evaluation to the April 11 agenda. The result was revised functions for the committee. The Coordinating Committee placed this on their March 8 agenda. The result was revised functions, a name change from Coordinating to Planning and Development Committee and recruitment of two new employers to the committee.

The Student Services Committee did not have a separate agenda item, but they began with an analyis of their functions. They decided to keep the list of functions, but worked on dividing it into manageable components. They immediately wanted more employers, so a steady effort was made to add employers to this committee. The same was true of teachers; neither effort was successful due to the evening meeting schedule. Their plan is to change the time of the meetings in fall, 1991, and have the Project Coordinator again recruit teachers and employers.

The Regional Subject Area Advisory Committee was the last to be formed. Since they only met three times, an interim evaluation was not realistic.

FINAL EVALUATION

A final evaluation survey was developed by Penny Jue, Research Analyst, for Napa Valley College. See Appendix G for a copy of this form. This form was distributed at the May 15, 1991, meeting of the Steering Committee for the Napa County Business/Education Partnership and mailed to Partnership members who were not present at the meeting. The Partnership consists of the Steering Committee and all sub-committee members.

The results were analyzed for each of the different committees. Responses were received from 18 of the 26 (69%) members of the Steering Committee, 8 of 13 employers and 10 of the 13 educators. Nine of the ten (90%) Needs Assessment Committee members responded - five of the six employers and all four educators. All members (100%) of the Planning and Development Committee responded - seven educators and three employers. Only nine of the 15 members (60%) of the Student Services Committee responded. None of the three students returned the survey. Eight of the nine educators responded but only one of the three employer members returned the survey. Of the 14 members of the Regional Subject Area Advisory Committee, seven responses were received (50%). Four of the seven educators and three of the seven employers responded.

Two responses were received from individuals with membership in more than one committee. The ROP Director has served on the Steering Committee, the Needs Assessment Committee and the Regional Subject Area Advisory Committee. The Vocational Education Coordinator has served on the Needs Assessment Committee and the Student Services Committee. For analysis focused on comparing committees, their responses were used under each committee in which they served. When the analysis was focused on the Partnership as a whole, their responses were counted only once.

A total of 50 of 75 Partnership members returned the survey, giving a 67% return rate. In order to meet the grant timeline, members who received the survey by mail had only one week to respond. The two smallest committee, ten members each, had the highest return rate. The lowest return rate was from the most recently established committee.

OVERALL SATISFACTION

The first three questions were intended to assess overall satisfaction with the Mission Statement and Goals, the organizational structure, and the individual committee experience. Question 1 (Q-1), "How satisfied are you with the Mission Statement and Goals and Objectives?" used a 5-point scale with 1 representing Very Satisfied and 5 representing Not Satisfied. The same 5-point scale was used for Question 2 (Q-2), "How satisfied are you with the organizational structure: number of committees, functions of each committee, committee compostition (number of employers and educators), etc.? Question 3 (Q-3) with the same 5-point scale was "How satisfied were you with the accomplishments of your committee?" The results are shown in Table 2.

TABLE 1

SATISFACTION

	Mean	Very Satisfied 1	2	3	4	Not Satisfied 5	N*
Q-1	1.64	26	16	8	0	0	50
Q-2	1.83	23	13	10	1	1	48
Q-3	1.70	22	19	5	0	1	47

N=Number of Responses (Two respondents left Question 2 blank, and three left Question 3 blank.)

Comments

The Evaluation form provided the opportunity for comments under Questions 1 and 2.

Eleven individuals submitted comments under the question regarding satisfaction with the Mission Statement and Goals and Objectives. Each comment was unique. Most stated what they found satisying about the Statement, such as "wasted little time getting through the process," "incorporated everyone's major interests and concerns," and "concise, well-defined goals and objectives." A couple expressed overall satisfaction with some need for improvement; for example, "still feel integrated curriculum and internship programs need to be given visible top priority," "consider Special Education" and "further refinement is appropriate." The highest satisfaction rate was with the Mission Statement, Goals, and Objectives.

Comments on Question 2, "How could we improve the organizational structure?" were more specific than the comments on Question 1. Since this was the question with the lowest satisfaction rate of the three, all the comments are listed below:

1) Fewer administrative level educators, more employers, students and teachers,
2) Student Services Committee needs more teachers,
3) More ethnic minority members on committees,
4) More business representation,
5) As usual, more educators are present than employers at meetings,
6) Employers need to be more committed to attending the meetings,
7) Need to keep employers active - see too many educators, not enough employers,
8) Streamline to fewer people
9) Very complicated structure, some committees may be redundant,
10) Too many committees,
11) Appears to be too many committees, consolidation leads to efficiency,
12) Need to require a committee focus and work plan,
13) Well organized and interesting
14) Move away from fixed committees to one overall Partnership Committee, Executive Committee, and task forces aligned with action plans,
15) Increase communication between committees.

All of the above suggestions merit further consideration with the exception of 14 and 15. After the interim evaluation an Executive Committee was established. The sub-committees ARE all task forces with the tasks and timelines established by the Steering Committee. For example, the Needs Assessment Committee completed their task, the Employer Needs Survey. They are no longer meeting but may resume if the Steering Committee chooses to use them to accomplish a specific task in relation to a specific goal. The chairperson of each sub-committee has been added to the Steering Committee in order to facilitate communication between committees.

A couple of the comments indicate that more diversity in committee membership may be needed, additional employers, teachers and students; five of the comments focus on need for more employer representation or improved employer participation with better attendance. Three of the comments indicate there are too many committees. Two of the comments mention action or work plans for the committees.

The composition of the committees should be examined by the Executive Committee. With the lapse in committee activity over the summer, some members may not resume their participation in the fall, offering an opportunity to re-structure committee composition, adding teachers, students, and employers, and perhaps reducing the size of the two larger sub-committees.

Except for the Needs Assessment Committee, the sub-committees have tasks for next year so elimination of committees at this time would eliminate the possibility of moving forward on some of the "functions."

RECRUITMENT

Initial Contact

Question 4 asked, "Who initially contacted you about participating in the project?" Thirty-eight of the 50 respondents indicated that their initial contact came from the Project Coordinator. Three of the respondents were the Superintendents who applied for the grant. Three educators (all on Student Services Committee) were initially contacted by their principals. Four were contacted by other committee members. Two checked "Other" but did not give additional information.

Motivation

When this project first began, one concern was how to motivate both employers and educators to participate. Question 5 asked, "What motivated you to participate in the project?" with instructions to circle all that apply. Four alternatives were given and two open-ended alternatives:

1 Want to improve the pool of potential employees
2 Assigned to participate by my organization/institution
3 Interested in the employer perspective of career-vocational education
4 Concern for students' employment opportunities after graduation
5 Interested in specific outcome in project planning (describe)
6 Other (describe)

A summary of answers to the first four alternatives is in Table 3.

TABLE 2

MOTIVATION

	Employers' Responses	Educators' Responses	Total
Potential Employee Pool	20	3	23
Assigned by Organization	5	7	12
Employer Perspective	18	14	32
Students' Employment	14	18	32
Specific Outcomes	2	5	7

The only distinct difference between employers and educators was in alternative one. Employers expressed a strong interest in the pool of future applicants while educators were motivated more by other interests.

Under "Specific Outcomes" the following responses were written in:

Employers

"Increased interaction with Napa schools and instructors"
"..employers could have a dramatic direct benefit in education"

Educators

"Better school-employer cooperation & understanding"
"Obtain clearer role for ROP in county wide employment preparation efforts"
"Changes in school vocational structure"
"Wanted to see model.."
"Employability Skills training focus for students"

The responses written in by employers under "Other" were similar; educators were more specific. For example, an employer entered, "To help students learn beforehand what employers expect after they graduate." Another employer expressed interest in "improving the communication between employment & education." One educator expressed concern for the "needs of Hispanics," another for the "quality and appropriateness of career vocational education in Napa County & lack of high school enrollment," and another that "business people need to do more in shaping the values of our youth and.. participate more in education for their self-interest." A member of the new Regional Subject Area Advisory Committee for Business Education stated, "Would not like to have to continue individual program advisory committee meetings. This provides for better coordination between business and education at ALL secondary levels."

A QUESTION OF LOGISTICS

Question 6 gave an opportunity for members to respond to logistics of meetings. Respondents were asked, "Which of the following are essential for your continued participation on a committee?" with instructions to circle all that apply. The list included morning, lunch, afternoon or evening meetings. Frequency of meeting was followed by the open-ended question, "How often?" Length of meetings was followed by "How long?" Location of meetings included "Where?" Some respondents left the entire question blank. Others circled numerous answers. Responses were grouped by committee.

Steering Committee

This committee has been meeting on Wednesday mornings at 8 a.m. once a month maximum at the County Office of Education. Meetings have varied between one and two hours in length with the majority of meetings about one and one/half hours in length. Twelve of the 18 respondents marked morning meetings. Eight marked once a month or less; one wrote in "as needed." Nine marked 1 to 2 hours; one preferred just one hour. One suggested an occasional meeting upvalley. A winery or Napa Valley College was mentioned by one respondent. With such a small number of alternate responses the current meeting schedule appears to be satisfactory.

Needs Assessment Committee

This committee met on an irregular schedule according to the schedule of members and the pressures of the task, the Employer Needs Survey. Sometimes meetings were held twice in one week; sometimes only one meeting in a month was held. Meetings were at lunch time or early afternoon, usually lasting two hours. Locations were rotated; meeting places included the Education Center at the Napa Valley Unified School District, The Doctors' Company, Queen of the Valley Hospital and Sutter Home Winery in St. Helena. This committee had the best attendance record.

Five of the nine respondents circled morning meetings, two lunch, and three afternoon. Five members would favor meeting once a month. One indicated once or twice a month. Only three members filled in length of meeting: one, 1 to 2 hours, one, 2 hours, one, one to three hours. Two specified City of Napa for location. One added under "Other" that participation have meaningful results. One filled in "Perfect as is."

From these responses morning meetings once a month may be a preferred schedule at such time that the Steering Committee re-activates this group with a specific task. One to two hours in length and rotating locations appears to have worked well.

Planning and Development Committee

The Planning and Development Committee met biweekly on Thursday or Friday mornings with a strict limitation of one hour meetings. Meetings were held at Napa Valley College, the Education Center for Napa Valley Unified School District, and one meeting each at St. Helena High School and the County Office of Education.

Seven of the ten committee members checked morning meetings. One member wrote in twice a month, one wrote once per month and one wrote every other month under frequency of meetings. Under length of meetings one respondent wrote in "two hours minimum for getting things done," one entered "one hour," one entered "one to one and one/half hours" and one wrote "one to two hours." Only three of the ten committee members suggested lengthening the meetings to one and one/half or two hours. One member left the question blank but wrote in, "not a problem, whatever it takes to do the job."

No one suggested a change from morning meetings, but the frequency and length of meetings should be reviewed in the fall since at least four members appear willing to lengthen the meetings. Less frequent meetings might provide a workable trade-off, enabling upvalley principals to participate on a more regular basis.

Student Services Committee

The Student Services Committee has met on Wednesday evenings at the Vintage High School Library with meetings of one and one/half to two hours in length. One respondent left this portion of the survey blank. Five of the remaining eight who filled in this section checked morning meetings. Six checked afternoon meetings with one specifying after 3:00 p.m. Only one person preferred evening meetings. One respondent specified one hour meetings. The other four who filled in this portion listed one and one/half to two hour meetings. The only comment on location was one who listed "Napa." Three individuals listed meetings twice per month as the preferred frequency. One listed once a month.

Although only one person specified that meetings should be after 3:00 p.m., teachers and counselors may not be available earlier in the day. In length and location the current practice appears acceptable.

Regional Subject Area Advisory Committee

This committee met in the the late afternoon, 3:30 p.m. at Vintage High School and Napa Valley College. They met only three times but all within a one month period.

Five of the seven respondents filled out this portion of the survey. Two suggested meeting once per month. Two suggested once per quarter and one person listed one or two times per month. Three listed one to one and one/half hours and two listed one to two hours for length of meetings. Three of the five simply listed "Napa" at the preferred location; one listed "convenient to all"; one listed "Napa Valley College." All five circled "Afternoon meetings." One person listed morning or afternoon, and one listed lunch or afternoon meetings.

Since four members work at Napa Valley College, this might be a good location for their meetings. Late afternoon appears to work well for this group. Only half of the committee responded and three committee members have known replacements in the fall so the first agenda item in the fall should be frequency and length of meetings. Assignments to this committee in the work plan will undoubtedly influence frequency of meetings. If they meet strictly with a regional approach to the usual subject area advisory tasks, once per quarter might be sufficient.

Initially we scheduled different committees for meetings at different times of the day in order to determine which times would work best. The Steering Committee and the Coordinating Committee met in the morning, the Needs Assessment Committee at lunch, the Student Services Committee in the evening and the Regional Subject Area Advisory Committee in the late afternoon. The lunch time committee moved their meetings to early afternoon. The evening meetings had the poorest attendance and, in the recruiting process, many individuals refused to participate as long as the meeting was scheduled for evening. Mornings are clearly a "best" time and late afternoon for committees involving teachers, counselors and other educators with direct student contact.

"IS THERE ANYTHING ELSE YOU WOULD LIKE TO SHARE?"

This was the last question on the survey. All answers are given below.

Steering Committee Members

"Let's keep this alive!"
"How about some activity for us to get to know each other on a personal level?"
"Shows promise of 'making a difference'"
"Real good experience. Great Chair."
"Keep the momentum going. Great leadership."
"The gathering of the people from business and education reflects the organizational skills of the coordinator and the leadership of the committee (Steering Committee) itself was outstanding."

Needs Assessment Committee Members

"One of the most productive meeting series I've been a part of!"
"It became clear there are many employer needs. A piece of paper in a student's file will not fill these needs. Today's student needs work ethics, job specific skills, pride in accomplishment."
"Very rewarding."
"Arlene Corsello did a fantastic job. Education needs to respond immediately to address major goals & to take advantage of offers to participate by business."
"Excellent grant."

Planning & Development Committee Members

"I think this was a fantastic group & that we did great work. I look forward to fully participating next year."
"Role of the Coordinating Committee very unclear...Real case of busywork with a so-what outcome... I was much more impressed by the outcomes of other committees."
"Too many meetings - Too little action - I frankly resent the time spent."
"I want to thank you for making us part of this."

Student Services Committee

"Business/Education Partnership is critical to success of ALL our students - voc ed track or college prep track"
"This committee seems to have the support of the Business Community & therefore I feel it has reachable goals."
"The addition of more blue-collar employees to the committees. The committees are overloaded with educators."

Regional Subject Area Advisory Committee

"I was impressed as to how much was accomplished in such a short time."
"Arlene is a great coordinator."
"Appreciate Arlene's follow-through & dependability. Would appreciate more consistent attendance on part of employer, doesn't always seem to get their priority rating on scale with its importance. Continuity is very important."

PART V

RECOMMENDATIONS FOR REPLICATION

This report was written by the Project Coordinator, Arlene Corsello, and edited by Dr. Diane Carey, Project Director and Vice-President of Napa Valley College. The opportunity to respond to the report has been given to Dr. William Feddersen, President of Napa Valley College, Dr. John J. Gyves, Superintendent of the Napa Valley Unified School District, Ed Henderson, County Superintendent of Schools, and Charles Gravett, President of the Private Industry Council who served as a co-chair of the project with Dr. Gyves. The response from Dr. Feddersen immediately follows page 50. Dr. Gyves, Ed Henderson, and Charles Gravett indicated at the Executive Committee meeting on June 19, 1991, that they reviewed the report and agree with the recommendations. Suggestions from Doris Zylinski, Project Supervisor, were incorporated into the text.

1. SUPERINTENDENTS OF LOCAL SCHOOL DISTRICTS AND THE PRESIDENT OF THE COMMUNITY COLLEGE OR ANY OTHER COLLEGES IN THE AREA MUST BE INVOLVED, COMMITTED AND VISIBLE.

Since this type of alliance between business and education has no formal authority to make policy or initiate changes, the power of the group lies with the active participation of the Superintendents and their influence in their organizations. Recommendations from an advisory group which does not include the top decision-makers are more easily dismissed. It is the participation of the Superintendents in the process of arriving at recommendations which empowers the group.

2. EMPLOYERS SHOULD REPRESENT THE DIVERSITY OF EMPLOYERS IN BUSINESS, INDUSTRY AND GOVERNMENT FOR THE GEOGRAPHIC AREA REPRESENTED BY THE EDUCATORS.

While significant areas of overlap exist among employer needs, each employer has a unique perspective and unique needs related to the product or service.

3. THE STEERING COMMITTEE AND EXECUTIVE COMMITTEE SHOULD BE HALF EMPLOYERS AND HALF EDUCATORS TO EMPHASIZE THE EQUALITY OF THE PARTNERSHIP.

This even balance of employers and educators definitely resulted in the most efficient committee work. The two committees lacking an even balance, Planning and Development and the Student Services Committee, were the least efficient in accomplishing their goals. As one of the employers so eloquently stated, "..90 days or it's overdue!" The employers bring a sense of urgency, an orientation to seeing a completed product which keeps a committee task-oriented and timely. The educators tend to focus on the long-term results, on forward movement with careful consideration of the human ramifications since their "product" is the student. Educators are keenly aware of the societal context which students bring with them

into the classroom; employers are more keenly aware of the societal context affecting the student after they leave the classroom. While individual exceptions to these generalizations can be noted, the power of business and education partnerships lies in the merging of the two styles of problem-solving and the two perspectives.

4. ALLOW ADEQUATE TIME FOR RECRUITMENT.

Recruitment is the key to project success. Due to a tight timeline our Steering Committee was recruited within a month; six weeks would be more realistic.

5. BEGIN AT THE TOP

Once the participation of Superintendents is insured, Superintendents need to take an active role in recruiting principals, and principals need to take an active role in recruiting their staff members. These are the people who can identify the staff person(s) with the knowledge or ability to tap necessary information to comnplete a task or reach a goal. "Active role" simply means asking the person to participate. This is followed up by the Project Coordinator requesting an appointment and meeting one-on-one with the individual, giving the same basic information about the project to educators and employers.

In recruitment of employers begin with the President of the company or the Executive Director, the top decision-maker. If this person cannot participate, they may suggest or assign others in the organization to participate.

6. CONSIDER SPECIAL POPULATIONS IN THE GEOGRAPHIC AREA AND GENDER BALANCE.

Since most top leadership positions in business, industry, government, and education are still held by men and by men who are not members of the "new majority," special consideration has to be given to including women and special ethnic groups. As noted in "Part IV: Evaluation," people of Hispanic origin are the largest and fastest growing "minority" or "new majority" group in Napa County. Three Hispanic educators declined to participate, stating that their schedules were already overloaded. An effort to recruit additional Hispanic representation through the Hispanic Network was not successful. Developing a relationship between the Partnership and the local Hispanic Network needs to be an ongoing effort by the Partnership leadership. A new Solano-Napa Hispanic Chamber of Commerce is forming which may also be a source for Hispanic participation.

7. ALLOW EMPLOYERS TO SEND A REPRESENTATIVE WHEN THEY MUST MISS A MEETING.

Attendance is important, but, no matter how few or infrequent the meetings, employers were more often unable to attend due to out-of-town business trips or other business conflicts. Educators were more inclined to view their

participation as part of their job, while employers viewed it as volunteer community service which takes them away from their jobs. Several members of the Steering Committee encouraged others from their organization to participate on sub-committees. These individuals were involved with the project and ideal substitutes when the Steering Committee member could not attend. Ultimately, it is essential that employers see their involvement with eduation as part of "doing business."

8. ALWAYS KEEP COMMITTEE MEMBERS INFORMED ABOUT THE PROGRESS IN MEETINGS THEY HAVE MISSED.

Each person has been selected for a reason. It is the ongoing job of the Project Coordinator to remind members that their presence and their contributions are invaluable to the success of the project.

9. ARRANGE MEETINGS WITH GROUPS OF TEACHERS, COUNSELORS, STUDENTS, SUBJECT AREA ADVISORY COMMITTEES, AND GOVERNING BOARDS FOR BOTH EDUCATION AND COMMUNITY GROUPS.

Presentations about the project were made to the vocational education teachers, a group of students selected through the Vocational-Education Coordinator for Napa Valley Unified School District, and subject area advisory committees. Presentations were also made to the boards of trustees for the college, every school district involved in the project, the Vintners' Association, the Rotary Club, and the Education Committee for the Napa Chamber of Commerce. An expansion of this effort is recommended. Ideally, these presentations should be made early. When groups feel that have participated in the formation of a project, they are more likely to be supportive.

10. CLARIFY THAT ALL SUB-COMMITTEES ARE TASK-ORIENTED.

When the task is completed, the committee becomes inactive until a new task is assigned by the Steering Committee. This approach was very successful with the Needs Assessment Committee. Individual members liked making a commitment for a specific task which gave each a sense of accomplishment and completion at the end of the task.

11. COMMITTEE MEMBERSHIPS

In replicating the project, several changes are highly recommended:

* The addition of a teacher representative and a counselor representative on the Steering Committee.
Ideally, this would be a teacher chosen by the other teachers to represent them on the Committee with the same approach for a counselor.

* Balance the addition of the above two individuals with a reduction in top-level education administrators.
The selection of administrators for the Steering Committee is the decision of the Superintendents, but consider having just one principal on the Steering Committee. Since principals in

Napa County do meet as a group, an initial presentation about the project could have been made to their group with the principals selecting one person to serve as their representative on the Steering Committee. This was the process used with the Vinters' Association.

* Assign the ROP Director to the Student Services Committee and the Regional Subject Area Advisory Committees.
These are the two committees where the knowledge of the individual in that position is absolutely essential. The Associate Superintendent for Educational Services would have been a more logical choice for the Steering Committee.

* Add a media representative to the Steering Committee.
Since public awareness is a goal of the California Plan for Career-Vocational education, a media representative would be helpful. The publisher of the Napa Valley Register, the major daily newspaper for the valley, has been recruited and will serve on the Steering Committee when meetings resume in the fall. We did receive publicity through a local radio station, KVON, and the Napa Valley Register. The Project Coordinator does need to keep the media informed about progress on the project.

* Recruit an employer involved in public relations and marketing for the Student Services Committee.
This effort was unsuccessful this year due to the evening meeting time of this commitee. Since one of the functions of the Student Services Committee is promotion of career-vocational education and a process for dissemination of information, employers with this background could bring some needed expertise from a business point of view.

* Limit each sub-committee to 10 carefully selected individuals. The larger the committee, the harder it is to keep each person involved. Communication becomes more cumbersome whether by mail or by phone.

12. SEQUENCE OF ACTIVATING SUB-COMMITTEES

Once the regional planning group - the Steering Committee - has been established, there is a natural flow to the process. The first sub-committee to appoint is the Needs Assessment Committee. While the Steering Committee is examining the outcomes they hope to see as a result of the partnership, the Needs Assessment Committee can conduct the Employer Needs Survey simultaneously. The Steering Committee is also an excellent source of recommendations for individuals to be recruited for the Needs Assessment Committee.

The Planning and Development Committee can be appointed before the Employer Needs Survey is completed since their first task is to assemble the information on all vocational education courses in the area, course descriptions and enrollment data. Their goal is to examine this data for gaps and duplications in

relation to the employer needs found by the Needs Assessment Committee. The committee could also be activated after the Employer Needs Survey is complete. Having the survey information available for them at the first meeting might provide a clearer sense of purpose. The committee members from education must be carefully selected individuals who have access to the needed information from their schools. As noted in "Part II: The Process," employers were essential for this committee. Many of the recommendations from this committee were a direct result of employer involvement.

The Regional Subject Area Advisory Committee needs the information on vocational education course offerings and enrollment data in order to begin. Prior to activating this committee, presentations on the project should be made to the current subject area advisory committees, giving them an opportunity to participate in a regional process. This committee will examine all the course offerings throughout the region in a specific subject area. While looking for gaps and duplications in course content, they could identify programs (sequences of courses) in place to be targeted by the Student Services Committee for promotion. Ideally, these would be sequences of classes which could be developed into 2+2 programs, programs with articulation agreements or potential for articulation agreements.

The Student Services Committee is similar to Planning and Development in timing since they first need to assess student support activities throughout the region. Selection of education representatives needs to be based on the individuals in each school with this knowledge or access to the information. Once this information has been collected, they need a specific assignment to develop a process for the promotion of a specific program, dissemination of information, and recruitment of students for the selected program. This provides a more manageable task than trying to examine the process for all career-vocational education programs.

13. MEMBERS OF ALL SUB-COMMITEES MUST BE GIVEN THE OPPORTUNITY FOR INPUT IN THE FINAL MISSION STATEMENT, GOALS AND OBJECTIVES.

The sub-committee must be activated in time to have input before the final vote is cast. Since the Mission Statement, Goals and Objectives is the basis of the work plan and future direction of the entire Partnership, it must represent a unified effort.

14. LOGISTICS

Early morning or late afternoon appeared to be the best times to schedule meetings. Late afternoon works best for most teachers and counselors. Evening meetings are not recommended. Plan meetings of one and one-half to two hours in length for maximum productivity.

15. CLERICAL SUPPORT & OFFICE SPACE

The three superintendents who collaborated in order to bring about this project wanted a total sharing of in-kind contributions. The results were that the clerical support and office space were provided on a rotating basis by each of the three educational entities. Every three months the Coordinator was giving about 10 hours per week of work (minimum) to a new person who was not familiar with the project, and that new person already had a full work load. This was totally impractical, creating a hardship on every clerical person involved in the project and a serious problem for the Project Coordinator who often had to handle duplicating, mailing & other tasks which do not constitute an efficient use of Coordinator time. The business community did expect and appreciate prompt, timely mailings of agendas, minutes and other support materials.

One office location needs to be designated for the Coordinator throughout the project. Even at the end of seven months members were confused about how to get in touch with the Coordinator. The ever-changing temporary quarters may give the impression that this project is only temporary, reflecting a lack of commitment. The intention was to show equal commitment, but shifting clerical and office space was not a practical manner of demonstrating commitment.

16. PLAN PERIODIC EVALUATIONS, AT LEAST ANNUALLY, OF THE COMMITTEE FUNCTIONS AND PROCESS.

The interim evaluations by the groups of their own processes and functions were very valuable, resulting in positive changes. The evaluation survey, used as the final evaluation, was developed to give individuals a chance to respond outside the group. In the future I would recommend use of the written survey first with a group discussion of the results.

One item which could be added to the evaluation survey is, "How many meetings did you attend?" It would be interesting to see if a correlation exists between attendance and degree of satisfaction.

A second item should be added to check ethnicity. For example, "Do you consider yourself to be of Hispanic origin?" Without this question we can only guess at Hispanic participation. Two of our Partnership members were bilingual women, but their surnames are not Hispanic, so without this question we cannot verify Hispanic participation.

June, 1991

Response to Report and Recommendations for Replication

It was extremely gratifying to see the development of an idea into a comprehensive career-vocational planning model for Napa County in just nine months. The end-of-the-year report provides an accurate and detailed accounting of the process we used to establish both the model and clear goals and objectives for next year. The evolved structure and process gives us the requisite foundation for an effective, on-going Napa County Business/Education Partnership.

I concur with the recommendations for replication discussed in Part V. By learning from the results of our start-up year and interim evaluation, we can strengthen an already strong partnership. Probably because the author of the recommendations was the Project Coordinator, she overlooked one recommendation which is crucial to the successful replication of our model. It can be stated as follows:

> APPOINT OR EMPLOY A HIGHLY QUALIFIED AND COMMITTED PROJECT COORDINATOR.
>
> The Project Coordinator makes the partnership happen. Only with a highly skilled and respected coordinator to recruit people for committees, to work with committee chairs on agendas, to follow through between meetings, and to help us think through all of the on-going tasks and issues, can an effective business-education partnership be successfully initiated and sustained over time.
>
> The Napa County Business/Education Partnership was fortunate to have someone like Arlene Corsello to make it happen here.

I am pleased to have played a part in helping to establish a workable Career-Vocational Planning Model for Napa County. Nothing may be more essential for strengthening the educational process and for developing a fully articulated, elementary through post-secondary educational delivery system.

William H. Feddersen, Ed.D.
President, Napa Valley College

APPENDIX A

ORGANIZATIONAL STRUCTURE

FOR

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP

AND

COMMITTEES

Project Title: Napa County Career-Vocational Education/Business Planning Partnership

Project Director:
Dr. Diane Carey, Vice President, Instruction & Student Services, Napa Valley College
Designee: Doris Zylinski, Dean of Health Occupations Napa Valley College

Project Coordinator: Arlene Corsello

Grant funding provided by :
Chancellor's Office, California Community Colleges,
Napa Valley College,
Napa Unified School District
Napa County Office of Education

October 21, 1990

MISSION STATEMENT

(from CALIFORNIA PLAN FOR CAREER-VOCATIONAL EDUCATION)

The mission of career-vocational education in California is to enhance the personal and economic well-being of individuals and to develop human resources which contribute to the economic development of the state.

GOALS

This grant was submitted in response to an RFP for implementation of the CALIFORNIA PLAN FOR CAREER-VOCATIONAL EDUCATION. Listed below are the general goals of that plan.

1) establishing regional planning groups with representatives from K-12, ROP/C, adult schools, community colleges, business, industry, labor, government, and PICs to design and implement a regional plan for improvement and delivery of career-vocational education programs and services
2) utilizing employer and community linkages for developing and implementing a plan for improvement & promotion of career-vocational education programs including the identification of strategies for business and industry to participate in partnerships with the educational agencies.
3) include planning, coordinating, and integrating other support service activities that contribute to the ability of students to succeed in career-vocational education programs.

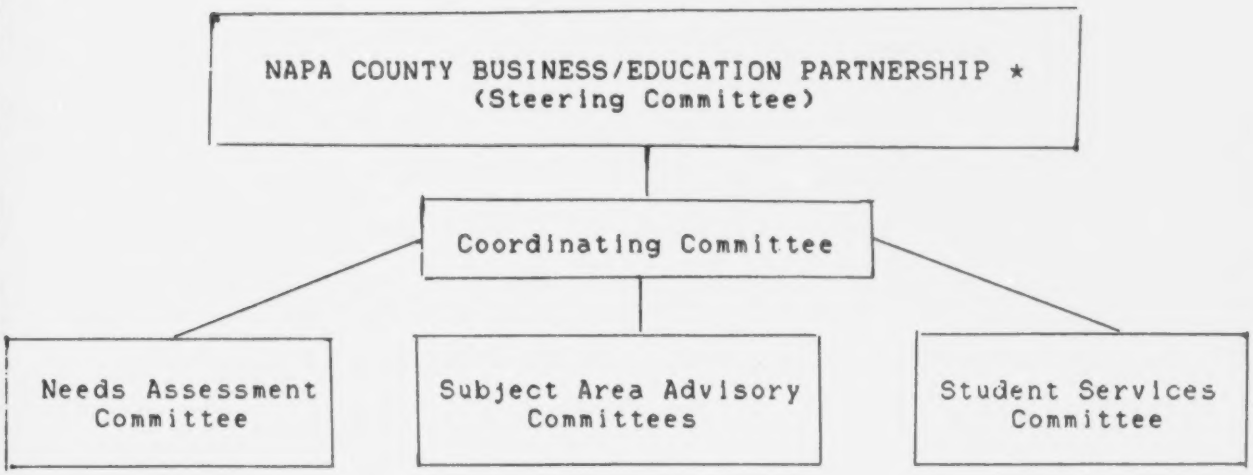
SPECIFIC OBJECTIVES OF THE GRANT

To design and implement a
REGIONAL PLANNING PROCESS
with significant education/employer linkages
for planning,
implementation,
articulation,
and evaluation
of career-vocational programs
in Napa County at all levels of education.

To develop a model which will be published and disseminated to other communities throughout California.

The process will include a regional planning group, needs assessment committee, student services committee and subject area advisory committees.

ORGANIZATIONAL STRUCTURE



* This group MUST have an equal number of educators and employers.

The Napa County Business/Education Partnership will appoint the members to the Needs Assessment Committee and the Student Services Committee. They will also select representation from the current Subject Area Advisory Committees at Napa Valley College and the ROP programs, adding members as necessary for representation from all appropriate educational levels, to form small working committees.

** The Subject Area Advisory Committees currently in place will be utilized with addtional members added as needed in order to represent all levels of education.

Project Coordinator, Arlene Corsello, will serve as staff for all committees.

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP
(Steering Committee)

Functions

1. To design and implement a regional plan for delivery of career-vocational education programs and services.

2. Identify the roles and responsibilities of each education provider in meeting career-vocational education needs.

3. Develop and identify employer linkages and partnerships with each educational segment (K-5, 6-8, 9-12, ROP, adult school, and community college).

4. Appoint a needs assessment committee to establish a process for identifying regional employer needs and developing a regional data collection system.

5. Appoint subject area advisory committees to review existing curriculum in relation to employment trends and needs.

5. Select specific career-vocational education programs for review by subject area advisory committees.

6. Appoint a student services committee to recommend a program of student support services for recruitment, successful completion of career-vocational education programs and job placement.

7. Select target group for student services project.

8. Develop a plan for promotion of career/vocational education programs.

9. Select methods of accountability to be used in evaluation of career-vocational programs.

10. Establish timelines for completion of tasks assigned to committees.

11. Evaluate the effectiveness of the planning process.

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP
(Steering Committee)

MEMBERSHIP

The membership of the steering committee must be half educators and half business/industry leaders. The following educators have made a commitment to actively participate on the Steering Committee:

Dr. William Feddersen, President, Napa Valley College
Dr. John J. Gyves, Superintendent of Napa Valley Unified School District
Ed Henderson, County Superintendent of Schools
Emanuel Scrofani, Superintendent, St. Helena Unified School District
John Burke, Superintendent, Calistoga Joint Unified School District
Randy Drabman, Superintendent/Principal, Howell Mountain School

High School Principals are also being invited to participate.

We are currently contacting leaders in business and industry and inviting them to join our educational leaders in this group participate.

Since the focus of this group is career-vocational education planning based on the needs of our region, Napa County, participation by employers is vital to the success of the project.

****

THIS GROUP WILL MEET ONLY FOUR TIMES PER YEAR.

COORDINATING COMMITTEE

Functions

1. Serve as ex-officio, non-voting, members of the Napa County Business/Education Partnership

2. Review recommendations from the Needs Assessment, Student Services and Subject Area Advisory Committees

3. Identify coordination issues related to budgets, personnel, & facilities

4. Identify alternative solutions, developing action plans and setting priorities.

Members

Dr. Diane Carey, Vice-President
Instruction and Student Services, Napa Valley College

Doris Zylinski, Dean of Health Occupations
Napa Valley College

Francis Chamberlain, Director of Instruction
Napa County Office of Education

Frank Silva, Director of Secondary Education,
Napa Valley Unified School District

Barbara Pahre, Director, Curriculum/Staff Development
Napa Valley Unified School District

Arlene Corsello, Project Coordinator

NEEDS ASSESSMENT COMMITTEE

Functions

1. Conduct an exploratory study for identifying regional career-vocational jobs and anticipated employer needs, including employer definition of employability; analyze results of the study.

2. Identify duplications in career education programs.

3. Establish accountability criteria to measure program success in enrollments, job placement or upgrade, and attainment of student/employer expectations of job success.

4. Develop a regional data collection system for analysis of program enrollments, student demographic characteristics, student goals, job placement and retention.

5. Develop methods to be used for evaluation of the planning process.

THE TOP PRIORITY FOR THIS GROUP IS AN IMMEDIATE CAREER-VOCATIONAL NEEDS ASSESSMENT STUDY WHICH IS THE BASIS FOR THE ENTIRE REGIONAL PLANNING PROCESS. ACCORDING TO GRANT TIMELINES, THIS WAS TO BE COMPLETED BY NOVEMBER, 1990.

Members

MEMBERS MUST BE APPOINTED BY THE BUSINESS/EDUCATION PARTNERSHIP AT THE FIRST MEETING. These meetings will be scheduled at 3:30 pm on a weekday most convenient for the appointees.

We need individuals on this committee who may have experience in research, surveys, studies, OR work in a position which would be helpful in data collection.

The initial needs assessment study by this committee is the foundation for all the future work and decisions of this project.

SUBJECT AREA ADVISORY COMMITTEES

Functions

1. Analyze current employment trends, current and projected needs.

2. Review existing curriculum in relation to meeting the above needs.

3. Identify gaps and duplications in career-vocational education programs and available resources and recommend methods of eliminating gaps and duplications.

4. Design a process which would assist industry and education in working together to ensure that students are not required to repeat prior learning and are given credit for acquired competencies through development of clearly defined articulation agreements for all career-vocational education programs.

Members

In order to avoid duplication, we need to use the subject area committees already in place under the ROP program and Napa Valley College. As we examine individual subject areas, we may consider working subcommittees with industry/business representatives from the current advisory committees, faculty, and the appropriate administrators from middle schools, high schools, and college.
ALL EDUCATION LEVELS MUST BE INVOLVED IN EACH COMMITTEE.

STUDENT SERVICES COMMITTEE

Functions

1. Assist the Napa County Business/Education Partnership in short and long term planning for the general promotion of career vocational education programs.

2. Recommend specific techniques for the recruitment of students in career-vocational education programs.

3. Develop a process to ensure career-vocational information is disseminated to all levels of the educational system from kindergarten through community college.

4. Identify student support services which enable at risk students to succeed in career-vocational education programs, and design a specific program for a target group to be selected by the Napa County Business/Education Partnership.

5. Delineate the role of student services in graduate outcomes, job placement and retention or further education.

Members

We will try to use members of the current Career Articulation Council for the Student Services Committee with additional members appointed from the community. Most of the members of this committee will be counselors working in student services.

Since student services also include tutoring, child care, transportation, financial aid, flexible enrollment & scheduling and job placement assistance in addition to counseling & guidance, the Business/Education Partnership may wish to involve members of the community who are involved in providing these services. This would give them an awareness of student problems and involve them in coordinating their efforts with the needs of students.

APPENDIX B

CAREER-VOCATIONAL EDUCATION

IS

a SEQUENCE of

Academic, Applied Academic, and Vocational Education

Courses and Related Support Services

providing
the student with

Competencies, Knowledge, and Attitudes

To Select
Enter
Advance
& Succeed

in their chosen careers

APPENDIX C

ABSTRACT SUMMARY

The Needs Assessment Committee of the Napa County Business/Education Partnership conducted an exploratory study of employer needs. The Committee sent a survey to a selected sample of 69 employers. The return rate was 55%. The respondents represent 6,662 full-time employees in Napa Valley. Follow-up consisted of a limited number of confidential interviews by members of the Committee to clarify responses.

RESULTS:

- Sixty-one percent of respondents anticipated an increase in number of employees over the next five years with the greatest anticipation for growth in computer-related employment.
- Shortages in the supply of qualified applicants for each type of industry and comments on specific skills from both the survey and interviews are detailed in the report.
- Twenty-nine percent of respondents experience a shortage in bilingual applicants.
- Newspaper advertisements and in-house promotions or transfers are the most frequently used methods of recruitment.
- Fifty-eight percent rarely verified high school education and thirty-four percent rarely verified college degrees.
- For all categories of employment except Production, employers preferred the applicant trained at the community college level.
- The work maturity traits most frequently cited as employee deficiencies were positive attitude toward work, accept responsibility, dependability, punctuality, and effective use of time.
- Writing, listening, and problem solving were the basic skills listed as the most frequent source of problems.

The report includes a list of respondents who volunteered to work with educators and students, and a list of recommendations from the Needs Assessment Committee to the partnership based on the survey, interviews, and personal knowledge of Committee members.

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NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP

EMPLOYER NEEDS SURVEY

Conducted by the Needs Assessment Committee
January, 1991

INTRODUCTION

On October 17, 1990, the Chancellor's Office for California Community Colleges funded a grant under the joint sponsorship of Napa Valley College, the Napa County Office of Education, and Napa Valley Unified School District. The grant provided for the development of a regional planning process for planning, implementation, articulation, and evaluation of career-vocational education in Napa County. A partnership between local educators and employers was established with the formation of the regional planning group who chose Napa County Business/Education Partnership as their title. At their first meeting on November 14, 1990, the Partnership appointed a Needs Assessment Committee to conduct an exploratory study of local/regional employer needs. (For a list of Partnership members, see Appendix A.)

PURPOSE OF STUDY

The task of the Needs Assessment Committee was to identify local/regional employer needs in order to provide a basis for positive change in education to better meet the needs of both employers and students. Since this was an exploratory study with a relatively small sample, it was intended to give direction to the Partnership or other members of the business or education community who may wish to follow up for more detailed information.

The Committee's objectives were to identify the following:

1. Anticipated trends in number of employees in mid-management, supervisory, sales, technical, clerical, production, accounting, and computer-related positions.

2. Shortages in number of qualified applicants, including bilingual applicants.

3. Deficiencies in skills related to specific industries.

4. Primary sources used for recruitment.

5. Use of information from educational institutions in applicant evaluation.

6. Employers' perceptions of reasons for excessive employee turnover.

7. Level of education preferred by employers for mid-management, supervisory, sales, technical, clerical, production, accounting, and computer-related positions.

8. Deficiencies in employability traits, sometimes referred to as work maturity, and basic skills.

9. Willingness of employers to be directly involved with education in providing work experience, internships, planning courses or sequence of courses, field trips, opportunities for teacher training/upgrading skills, and willingness to be interviewed by students or be a classroom guest speaker.

METHODOLOGY

The Committee chose to design a survey questionnaire to mail to a selected sample of employers. (See Appendix B for a copy of the survey.) Committee members supplemented the questionnaire with a few in-depth, confidential interviews intended to clarify information in the survey.

The two criteria in sample selection were employers with the largest number of employees and representatives from each major industry, including government. To identify these employers, information was used from the Napa Chamber of Commerce and Employment Development Department. A few small employers were added for broader representation.

FINDINGS AND DISCUSSION

Response Rate

A response was received from 55% of the employers (38 out of 69). Employers who responded represent 6,662 full-time employees and 1,297 part-time employees. The range of full-time employees was 2 to 1,964, and the range for part-time employees was zero to 326.

Table 1 shows the type of industries represented by the responses. The first "Percentage of Total" column gives a comparison of the proportion of employees in each industry in the County to the total number of employees in the County. (Note that the total number of employees in Napa County in the nine categories listed was 35,884.) The second "Percentage of Total" column gives a comparison of the proportion of employees in each industry compared to the total number of employees represented by the responses to the survey.

An examination of this table shows a high proportion of responses from manufacturers of durable and non-durable goods and providers of health services. The proportion of responses was low for retail. Since employers received this survey in December, both the holiday season and January inventories may have contributed to the low retail response rate. The sample did include employers in agriculture and transportation/public utilities, but no responses were received. Education services were not included in the sample.

TABLE 1
COMPARISON OF EMPLOYMENT BY INDUSTRY IN NAPA COUNTY & SURVEY SAMPLE

INDUSTRY	NAPA CO. FIRMS	NAPA CO. EMPLOY-EES	% OF TOTAL	SURVEY FIRMS	SURVEY EMPLOY-EES*	% OF TOTAL
Agriculture	315	4,459	12%	0	0	0%
Construction	263	1,724	5%	3	153	2%
Manufacturing	194	4,987	14%	9	1,428	21%
Wineries		3,075	9%	2	450	7%
Durable/Non-Durable				7	978	15%
Transportation/Utilities	74	1,441	4%	0	0	0%
Wholesale	93	931	3%	1	26	.4%
Retail	551	6,690	19%	8	312	5%
Food Stores		1,184	3%	2	118	2%
Eating and Drinking		2,649	7%	2	53	1%
Finance/Insurance/R.E.	180	1,238	3%	2	261	4%
Services	849	12,950	36%	12	3,946	59%
Hotels and Lodging		885	2%	2	480	7%
Business Services		973	3%	2	65	1%
Health Services		5,497	15%	8	3,401	51%
Education Services		2,306	6%	0	0	0%
Public Administration	33	1,464	4%	3	536	8%
TOTAL		35,884			6,662	

* Includes only full-time employees

Source for Data on Napa County: "Napa County's Wine Industry & Employment Structure," a study by Applied Development Economics prepared for County of Napa Rural Renaissance Program, November, 1987

Anticipated Trends

Twenty-three (61%) anticipated an increase over the next five years. Only one anticipated a decrease. Six (16%) anticipated no change in the number of employees; eight (21%) left this portion of the question blank.

The data suggest a positive, yet cautious, outlook for growth in Napa County, particularly since the survey was distributed in December with the imminent possibility of war in the Persian Gulf and talk of recession during the holiday season.

Table 2 shows that "computer-related" is the area with the greatest potential increase in jobs. It may represent any job in which the computer is used, depending upon the interpretation of the individual filling out the form. A couple of employers commented that the computer-related category was not useful since most jobs now require use of the computer. In retrospect, we should have defined computer-related as computer programmers, computer repair technicians, and other individuals whose occupation centers on computers as opposed to individuals who use computers as a tool to do their jobs.

One employer suggested that the categories used in Affirmative Action Reports might have provided more consistency in responses since all employers are familiar with those categories.

TABLE 2
ANTICIPATED INCREASE IN EMPLOYMENT

# OF CURRENT EMPLOYEES		ANTICIPATED ADDITIONAL POSITIONS 1990-1995	PERCENTAGE INCREASE
345	Mid-Management	24	7%
519	Supervisory	29	6%
302	Sales	39	13%
471	Technical	44	9%
768	Clerical	92	12%
1,258	Production	98	8%
139	Accounting	16	12%
116	Computer-Related	30	26%
Other			
103	Law Enforcement Officers	8	8%
1,098	Nurses	100	9%
8	Hospitality (Winery)	2	25% *
11	Vineyard/Gardening	2	18% *
6	Professionals	1	17% *

* Vineyard/Gardening and Hospitality and Professional are based on a very small number of employees from only one respondent; consequently, the high percentages listed are questionable. All other categories represent more than one respondent.

Current Employees written in under "Other" with no increases noted:

90	Public Safety	6	Engineers
85	Service/Maintenance	4	Senior Management
75	Construction Workers	1	Attorney
52	Professional Claims Underwriting	1	Dental Hygienist
39	Operators	1	Dental Assistant
22	Craft Workers	1	Dental Receptionist
21	Receiving/Stock		

The next three categories with anticipated increases are Sales, Clerical and Accounting, all under the Business Department or general career classification of Business.

Since many employers did not have employees in all the categories listed, Table 3 lists the number of respondents who have employees in each category. (These figures are used to calculate percentages under the heading, Level of Education.)

TABLE 3
JOB CATEGORIES REPRESENTED BY RESPONDENTS

No. of Employers	% of Respondents	Category
32	84%	Mid-Management
33	87%	Supervisory
19	50%	Sales
24	63%	Technical
34	89%	Clerical
19	50%	Production
28	74%	Accounting
25	66%	Computer-Related

Supply of Qualified Applicants

The information on this subject was extracted from three questions on the survey (4, 6, and 13). Since two of these questions were open-ended, the results are of necessity in narrative form using the industry categories from Table 1. Skills important to that particular industry which could be taught in school are also noted. The general statements below must be interpreted with caution. Most would require follow-up with a larger sample focusing on specific occupational positions in order to reach a definitive conclusion.

CONSTRUCTION

Shortages were mentioned in sales estimators, service repair, and computer-related position. For positions hired through union hall referrals, no shortages of qualified applicants were noted; however, need for female and minority skilled trade workers was indicated. The unions are not producing a sufficient number. Pre-apprenticeship training is needed to help female and minority workers gain access to apprenticeship programs. One employer also noted a need for certified welders. "Trade school type training" in electrical, carpentry, and metal shops is highly regarded.

MANUFACTURING

Companies expressed no difficulty in finding employees through union hall referrals. Shortages were noted in technical positions related to chemistry, machinists, tool and die workers, and engineers. Shortages were noted at supervisory and mid-management level and in qualified secretarial help, accounting, and computer-related positions.

Some of the specific industry skills mentioned were: CAD drafting, basic blueprint reading (mechanical drawing), ability to use measuring microscopes, tolerances understanding, quality control, algebra and trigonometry. They also mentioned the importance of quality control, teamwork, concise written communication and an understanding of the economics of competitive business.

For wineries, a shortage of applicants was noted for lab positions, quality control, mechanics, electricians, carpenters, supervisory, clerical, and computer-related positions.

WHOLESALE

Shortages were noted in accounting, supervisory, and mid-management positions. Pride in work, along with knowledge of spreadsheet and database, were considered important training.

RETAIL

The auto dealers listed shortages in mechanics and good salespeople. The one industry in the sample anticipating a decrease in number of employees was in retail. One listed mid-management and supervisory positions as difficult to fill.

Food stores did not list shortages of potential employees, but did express a shortage of applicants with customer service skills. They did not list industry specific skills which could be taught in school, noting only that students need to know how to fill out a job application.

Eating and drinking establishments listed difficulty in finding wait staff, accounting, clerical, and mid-management personnel. One noted that everyone wants to start with the "important" jobs, so it's hard to find employees for entry level positions, such as beverage servers and buspersons.

Regarding industry specific skills, they would like polite, well-groomed people with a knowledge of basic food preparation, nutrition, and a sense of responsibility.

FINANCE/INSURANCE

Shortages were noted in technical, accounting, and computer-related positions. Underwriting and claims were listed as areas in which it is difficult to find qualified applicants.

The following industry specific skills were listed as vital:

- Excellent written and verbal communication skills (clear and succinct)
- Ability to compose business correspondence
- An understanding of business economics
- Ability to learn principles of insurance and underwriting
- Computer knowledge --WordPerfect 5.1 and Lotus 1,2,3
- Basic accounting and bookkeeping skills
- Speed and accuracy on a 10 key
- Typing at 45 wpm
- Knowledge of medical terminology and the legal system
- Ability to organize and prioritize work
- Ability to deal with people in stressful situations

SERVICES

The hotel and lodging industry noted shortages in applicants for clerical, accounting, computer-related positions, and front desk work. They would like excellent communication skills, good grooming, and "polish in dealing with upscale clientele."

Law firms noted a shortage in legal secretaries and applicants for computer-related positions, technical, and mid-management.

Industry specific skills listed were: knowledge of WordPerfect, legal terminology and procedures, analytical ability, typing, and accounting.

Health services noted a shortage of applicants for the following positions: Nurses, Laboratory Technicians, Psychiatric Technicians, Physical Therapists, Respiratory Therapists, Radiation Technologists, Pharmacists, Dental Hygienists and Dental Assistants, Medical Assistants, and Eligibility Workers. The shortage of Registered Nurses appears to be greater than the shortage of Licensed Vocational Nurses.

On the clerical side, health services noted shortages of applicants for computer related positions (all aspects from programming to word processing), and clerical positions in general, including receptionists. A need was expressed for bilingual applicants.

The skills list is now beginning to look familiar: Knowledge of WordPerfect, good typing skills, excellent written and oral communication skills, familiarity with medical terminology, and the ability to work effectively under the stress of multiple demands.

PUBLIC ADMINISTRATION

Shortages were noted for the following: mid-management, supervisory, engineers, technicians, law enforcement officers for police and sheriff's departments, dispatchers, clerical, and computer-related positions.

Industry specific skills listed included:

Typing at 60-70 wpm
Computer skills - data entry, spreadsheet, and word processing
Basic reading and writing skills
People skills - listening and problem solving
Accepting responsibility for one's own behavior

Again it was noted that bilingual employees are needed.

The input under the question about industry specific skills clearly brought out similar skills and traits needed in almost all the industries.

Bilingual Employees

Eleven (29%) of the employers checked "YES," they do have difficulty recruiting qualified bilingual employees. Twenty-four (63%) checked "No." Two wrote in "not applicable," one wrote in "only one has ever applied," and one noted "not needed."

Most City, County, and State of California employers checked "YES." Beyond governmental agencies, there was no discernible pattern in relation to industry or types of occupational areas listed under "YES." Only of couple of employers listed occupational areas.

In the follow-up interviews, most employers expressed a reluctance to hire employees with limited English skills due to safety concerns and ability to follow directions.

Employers who had an expressed need for bilingual employees needed the language skills for positions working with the public. Where the skill is needed, the shortage is severe. Most of the need for bilingual employees appears to be in highly skilled or trained positions, such as deputy sheriffs, police, or eligibility workers.

Sources for Recruitment

The question was: "When you recruit employees, which of the following do you primarily use?

Table 4
RECRUITMENT METHODS

PERCENT OF EMPLOYERS	METHOD
79%	Newspaper Advertisements
71%	In-house Promotions or Transfer
58%	Employee Referral
37%	Unsolicited Walk-ins
32%	Job Placement Services of Local Schools
26%	Napa Valley College
18%	High School
13%	Employment Training Office
11%	Adult School
8%	ROP
29%	Employment Development Department
26%	Private Employment Agencies
13%	Union Hall Referrals

City Personnel, County Personnel and the State Merit System were sources for government agencies. Heald Business College and Solano Community College were listed once under "OTHER," and one employer wrote in "word of mouth." One employer sends flyers to colleges.

The potential is clear for increased activity and success in job placement for students from local educational institutions. Since this survey assesses only employers recruiting from schools, it does not measure success of students obtaining jobs as a result of training and direction on where and how to apply for a job.

Information from Educational Institutions in Applicant Evaluation

The survey question was: "In reviewing applications do you verify education as a routine part of your application process?" The answers are summarized in Table 5 below.

Fifteen (39%) of the employers noted what kind of information they request. Ten listed confirmation that a degree, diploma, or certificate was received. Three listed transcripts; one employer stated that they look for a 3.2 minimum GPA in the courses directly related to the occupation. One added "copy of GED" to confirmation of degree or diploma. One noted "Pass/Fail" only. One employer noted that they do not request this information, but expect the individual to supply it AFTER they are hired. Two employers left this entire question blank.

Law enforcement agencies almost always request transcripts, verification of diplomas AND a record of suspensions and expulsions. One employer noted "Work habits;" one listed "Attitude and Dependability."

One employer stated that they rely more on references from previous employment and the ability to perform the task, and rarely confirm education unless it is the only reference.

TABLE 5
VERIFICATION OF EDUCATION IN APPLICANT EVALUATION

	HIGH SCHOOLS	COLLEGES
Almost Always	5 (13%)	10 (26%)
Sometimes	7 (18%)	9 (24%)
Rarely	22 (58%)	13 (34%)

Employer Perceptions of Employee Turnover

This was an open-ended question, asking employers to list problems which contribute to high turnover if their turnover rate was higher than they prefer.

The City and County both cited lack of promotional opportunities as a primary reason for turnover.

Twelve (32%) employers listed work maturity traits. Following are examples of their comments:

Lack of pride in work
Unrealistic perception of work
Absences, punctuality, calling in sick
Inadequate work discipline

One commented, "Young people want top jobs without paying their dues!"

One employer listed tedious work and low pay; one listed lack of sufficient hours and low pay. Another listed salary and work environment.

Three employers listed skills which included lack of adequate training; one listed poor writing skills.

One employer stated that they have almost no turnover because they hire unskilled labor and use employees as mentors to train other employees. They emphasize "in house" recruitment in order to reward employees with promotions. Their programs of on-the-job training combined with support and encouragement works well.

Level of Education

The following table combines two questions:

1) "From which categories below would you hire people trained at the community college level?"

2) "From which categories below would you hire people trained at the high school level?"

TABLE 6
LEVEL OF TRAINING PREFERRED

The percentage below is **NOT** based on the total number of respondents; it is calculated on the number of respondents who currently have employees in the category listed.

COMMUNITY COLLEGE		HIGH SCHOOL	
5 (16%)	Mid-Management	1 (3%)	Mid-Management
10 (30%)	Supervisory	2 (6%)	Supervisory
10 (53%)	Sales	7 (37%)	Sales
17 (71%)	Technical	6 (25%)	Technical
28 (82%)	Clerical	26 (76%)	Clerical
11 (58%)	Production	14 (74%)	Production
18 (64%)	Accounting	9 (32%)	Accounting
19 (76%)	Computer-Related	7 (28%)	Computer-Related

Under the category "OTHER," employers wrote in nurses, psychiatric technicians, deputy sheriffs, and mechanics for community college training. Under high school level training, OTHER included the following: trainees, food service workers, janitors, file clerk runners, distribution, and maintenance.

With the exception of Production, it is clear that employers prefer to hire the student trained at the community college level. It may be that this represents the category under which most employers placed unskilled labor. This makes a good argument for an increase in articulated programs and for encouraging students to begin training in high school, but complete it through a certificate or degree program at the community college.

One employer stated that high school trained clerical staff are acceptable at entry levels, particularly if they graduate computer literate, but an additional year's training on Lotus 1,2,3 and WordPerfect is desirable.

In examining the percentage differential between the high school and community college, the largest gaps are in Technical and Computer-Related. This raises the question: Do employers believe that the training for these jobs is available only at the community college level? High school programs which educators believe do prepare students for entry level employment after graduation may require promotion and marketing with employers.

Employability Traits

The survey question was: "Which of the following employee deficiencies create problems in your industry?" TABLES 7 and 8 show the number of responses related to Basic Skills and Work Maturity Traits. Every employer did not mark every response category. One employer submitted responses from several department heads. All responses were used in the calculations. The percentages are based on the number of responses across the category in order to show the proportions of answers under Frequently, Sometimes, and Rarely for each category.

TABLE 7
BASIC SKILL DEFICIENCIES IN EMPLOYEES

	FREQUENTLY	SOMETIMES	RARELY
Reading Comprehension	10 (26%)	23 (61%)	5 (13%)
Writing	17 (44%)	17 (44%)	5 (13%)
Speaking	6 (17%)	19 (53%)	11 (31%)
Listening	18 (46%)	13 (33%)	8 (21%)
Problem Solving	16 (43%)	17 (46%)	4 (11%)
Basic Math Skills	8 (21%)	22 (56%)	9 (23%)
General Computer Experience	13 (36%)	14 (39%)	9 (25%)
Familiarity with a Specific Computer System	13 (38%)	13 (38%)	8 (24%)
Mean Number of Responses	13	17	7

For most of the **Basic Skills**, "sometimes" was the most selected answer. LISTENING, which is often related to the ability to follow directions, received more responses under "frequently" than "sometimes;" responses of "frequently" and "sometimes" were tied on WRITING and FAMILIARITY WITH A SPECIFIC COMPUTER SYSTEM. The mean number of responses under "frequently" was 13; the basic skills exceeding this mean were WRITING, LISTENING and PROBLEM SOLVING.

The mean number of responses under "rarely" for Basic Skills was 7. The only category with a significantly higher number of responses under rarely was SPEAKING.

For **Work Maturity Traits** (TABLE 6), "sometimes" was also the most selected answer with the exception of POSITIVE ATTITUDE TOWARD WORK, which received a tiny margin of one additional response in "frequently" over the number of responses in "sometimes. There was a tie in the number of responses under "frequently" and "sometimes" for DEPENDABILITY, PUNCTUALITY, AND EFFECTIVE USE OF TIME. The mean number of responses under "frequently" for work maturity traits was 12. Categories with responses significantly above 12 were POSITIVE ATTITUDE TOWARD WORK, ACCEPT RESPONSIBILITY, DEPENDABILITY, PUNCTUALITY, and EFFECTIVE USE OF TIME.

The mean number of responses under "rarely for Work Maturity Traits was 7. Seventeen respondents indicated APPROPRIATE DRESS is rarely a problem; 12 respondents indicated that WORKING WITH THE PUBLIC is rarely a problem.

TABLE 8
WORK MATURITY TRAIT DEFICIENCIES IN EMPLOYEES

	FREQUENTLY	SOMETIMES	RARELY
Positive Attitude Toward Work	20 (49%)	19 (46%)	2 (5%)
Work Effectively Under Supervision	9 (22%)	27 (66%)	5 (12%)
Work Cooperatively With Others	6 (15%)	26 (65%)	8 (20%)
Accept Responsibility	18 (44%)	19 (46%)	4 (10%)
Dependability, Punctuality and Effective Use of Time	19 (48%)	19 (48%)	2 (5%)
Appropriate Dress	4 (10%)	19 (48%)	17 (43%)
Understanding Business Economics	11 (29%)	18 (47%)	9 (24%)
Ability to Work with the Public	7 (18%)	21 (53%)	12 (30%)
Mean Number of Responses	12	21	7

A comparison of the mean number of responses at the bottom of TABLES 7 and 8 shows a similar pattern for both basic skills and work maturity traits with little difference between the two overall areas. It appears that basic skills and work maturity traits are approximately equal as employee deficiencies.

One employer stated that interpersonal skills are rarely responsible for employee failure, which they believe is the result of thorough screening during the hiring process.

One large employer stated that work ethic problems have been prevalent for them in jobs which require little or no training. The individual's personal opinion was that students who are not motivated to get an education are often not motivated to succeed on the job.

Employers Willing to Work with Educators and Students

In order to take advantage of this contact with employers to identify resources for education, the last page of the survey asked employers to indicate whether or not they were willing to work with educators as follows:

A) To develop a supervised work experience program in their organization for high school students,

B) To develop an internship for college students in their organization,

C) To develop a course or sequence of courses to prepare students for employment in their industry,

D) To participate as a classroom guest speaker on career opportunities in their industry,

E) To participate as a classroom guest speaker on work traits for success as a job seeker or employee,

F) To be interviewed directly by a student,

G) To provide field trips or tours for elementary school, middle school, high school, or community college students,

H) To provide opportunities for teacher to train or upgrade their skills or knowledge in their teaching field.

Appendix C contains a list of employers who responded YES to each question. A list of the contact person and phone numbers for each industry will be sent to you upon request. Address requests to the Project Director, Dr. Diane Carey, at Napa Valley College.

RECOMMENDATIONS

The recommendations below were prioritized by the Needs Assessment Committee. They are based on the results of the survey, the interviews, and personal knowledge of Committee members.

1. By working with supporting employers, assure that planned, supervised instructional programs meet career goals of students and the needs of employers. The opportunity to establish programs, such as those identified in Appendix C, should not be missed!

2. To develop the stated willingness of employers to participate with education, we propose the development of education-employer committees in each department.

3. Develop competency levels for interpersonal skills and work-related traits at all levels. Examples are available in the Model General Occupational Employability Skills Handbook.

4. Computers should be integrated into the elementary, middle school, high school, and college curricula in every way possible.

5. Emphasize competency in communication; e.g., spelling, grammar and clear writing, and mathematics at all levels.

6. Develop a mentoring program to encourage Hispanic students to obtain training for positions desperately requiring bilingual employees.

7. Lobby the legislature to help resolve the deficit in certain skills/occupations, such as registered nurses, through expanded programs at the community college.

8. To improve the image of vocational courses at the high school level, expand articulation with the community college. Offering college-credit vocational classes at the high school level is one example.

9. Re-examine graduation competency exams to assure that job-related skills are adequately tested.

10. To assist employers in meeting federal hiring requirements, develop a pre-apprenticeship skills training program to enable adult women and minorities to get into apprenticeship programs previously not available to them.

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP
SURVEY OF EMPLOYER NEEDS

1. Description of Organization _____
   Name of Organization _____
   Address of Organization _____
   Contact Person _____
   Phone Number _____

2. What are the major products/services of your organization? _____
   _____

3. What is the total number of your employees in Napa County
   Number of full time_____ Number of part time_____

4. The following question refers only to ***full time*** employees. Please fill in the number of employees. Check the appropriate box under supply of qualified applicants.

Category	Number of Employees		Supply of Qualified Applicants		
	Current 1990	Anticipated 1995	Surplus	Adequate	Shortage
Mid Management					
Supervisory					
Sales					
Technical					
Clerical					
Production					
Accounting					
Computer Related					
Other (Specify)					

5. When you recruit employees, which of the following do you primarily use? (Check the appropriate categories.)

____ In house promotion or transfer
____ Employee referral
____ Newspaper advertisements
____ Private employment agencies
____ Employment Development Department
____ Union Hall referrals
____ Unsolicited walk-ins
____ Job placement services of local high schools/colleges
New graduates of specific training programs available through:
____ Napa Valley College
____ ROP
____ Adult School
____ High School
____ Employment Training Office
____ Other_____

6. Do you have difficulty recruiting qualified employees?
No____ Yes____
If yes, in what occupational areas?_____
_____

7. Do you have difficulty recruiting qualified ***bilingual*** employees?
No____ Yes____
If yes, in what occupational areas?_____
_____

8. In reviewing applications do you verify education as a routine part of your application process?

	High Schools	Colleges
Almost Always		
Sometimes		
Rarely		

If yes, please list the type of information you request from the educational institution.
_____
_____

9. *If* you have a higher turnover rate than you would prefer with your entry level employees, please list 2 or 3 problems which you believe cause this turnover. _____
_____
_____

10. From which categories listed below would you hire people trained at the community (2 year) college level? Please place a checkmark next to your answers.

____ Mid Management
____ Supervisory
____ Sales
____ Technical
____ Other
____ Clerical
____ Production
____ Accounting
____ Computer Related

11. From which categories listed below would you hire people trained at the high school level? Please place a checkmark next to your answers.

____ Mid Management
____ Supervisory
____ Sales
____ Technical
____ Other
____ Clerical
____ Production
____ Accounting
____ Computer Related

12. Which of the following employee deficiencies create problems in your industry? (Check the appropriate box.)

Basic Skills	Frequently	Sometimes	Rarely
Reading Comprehension			
Writing			
Speaking			
Listening			
Problem Solving			
Basic Math Skills			
General Computer Experience			
Familiarity With a Specific Computer System			

Work Maturity Traits	Frequently	Sometimes	Rarely
Positive Attitude Toward Work			
Work Effectively Under Supervision			
Work Cooperatively With Others			
Accept Responsibility			
Dependability, Punctuality & Effective Use of Time			
Appropriate Dress			
Understanding Business Economics			
Ability to Work With the Public			

13. What skills, ***specific to your industry,*** do you need that could be provided in a high school, community college or adult school program? If it would be helpful, please attach a job description highlighting the skills needed. This question is intended to give you the opportunity to let us know about specific occupations or skills which may be unique to your industry. If you prefer, you may request an interview by a committee member in order to give us this information

14. Please answer the following questions by writing a yes or no in the blank space.

A. Are you interested in working with **Napa County Business/Education Partnership** to develop an educational program which provides:

____ High school students with supervised work experience in your organization
____ College students with an internship in your organization
_____A course or sequence of courses to prepare students for employment in your industry

B. Would you be willing to participate (or send someone from your organization) as a classroom guest speaker on:

____ Career opportunities in your industry
____ Work traits necessary for success as a job seeker or employee

C. Would you be willing to be interviewed by a student (or arrange for an interview with someone in your industry) on the above subjects?
Yes____ No____

D. Would you be willing to provide opportunities for field trips or tours by small numbers of students? If yes, check the age group which would be appropriate below.

____ Elementary School
____ Middle School
____ High School
____ Community College or above

E. Would you be willing to provide opportunities for teachers to train at your business to upgrade their skills/knowledge in their teaching field?
Yes____ No____

APPENDIX D

PLANNING & DEVELOPMENT COMMITTEE

(formerly the Coordinating Committee)

Summary Report and Recommendations

Presented to

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP

May 15, 1991

Summary Report

On January 16, 1991, the Partnership Steering Committee assigned two tasks to a sub-committe called the Coordinating Committee:
1) Delineation of Function among Education Providers, and
2) Determine Procedure for Appointment of Regional Subject Area Advisory Committee. The Coordinating Committee convened for their first meeting on January 18, 1991.

On February 20, 1991, the Coordinating Committee returned to the Steering Committee with a recommended procedure for appointing a regional subject area advisory committee and the suggestion that just one be established during this school year. Business Education was chosen. A Regional Suject Area Advisory Committee for Business Education has been established.

As the Partnership Steering Committee discussed the possibility of developing an Employability Profile for use by the schools, the Coordinating Committee took it upon themselves to collect information from a number of employers about employee performance evaluations. Their reasoning was that the criteria for appraising employees on the job would be useful information to transmit to students about job expectations. These evaluations are available through this committee to assist in the development of the Employability Profile.

According to the CALIFORNIA PLAN FOR CAREER-VOCATIONAL EDUCATION, delineation of function among career-vocational education providers is essential to avoid duplication and identify gaps. The composition of this committee was and is essential to this task since it includes educators who oversee the college programs, the high school programs throughout Napa Valley, the ROP program, and the adult school which has linkages with the Employment Training Office and the continuation school program. In addition, the employer viewpoint is represented by three members.

Delineation of function has been a major task, occupying most of this Committee's eight meetings. Initial efforts included an inventory of career-vocational education classes throughout the Valley followed by an effort to link the classes to career opportunities. This resulted in a cumbersome document. The Committee decided the key was enrollment figures.

Trying to find a concise format which could include all classes, high school, ROP, college, adult school, etc., and the enrollments required considerable trial-and-error and creativity. One of the problems was that high school classes were not "equivalent" to college classes. Even high school courses from different high schools were not necessarily comparable. Courses might have similar content with dissimilar names or vice versa.

The final format (Attachments) lists career-vocational education programs for Napa Valley College with course titles from Napa Valley Unified School District. Enrollment figures and number of class sections are given for Napa Valley College, Napa Valley Unified School District, Napa Valley Adult School, Regional Occupational Programs (ROP), St. Helena High School and Calistoga High School. ROP students are listed both under ROP and the school site where the class is offered, an unavoidable duplication in order to show the role of ROP. A few ROP courses are not offered on school campuses. The same format is also used to show only programs with no specific class titles. Vocational Nursing offers a good illustration of why both charts are needed. On Chart 1 note that Vocational Nursing at the Napa Valley College has 75 students in two sections. Fifty one students are enrolled in two sections of a Nursing Assistant class offered under ROP and 12 students are enrolled in Home Health Aide under ROP. On Chart 2 this distinction is lost as Nursing Assistant and Home Health Aide classes are now grouped under Vocational Nursing yet the classes prepare students for different jobs.

The following recommendations are the result of the committee's analysis of the completed grids.

Recommendations

I. Continue expanding use of computers in classrooms at all levels of education.

Computer Studies were a central focus of discussion due to the results of the Employer Needs Survey and the Needs Assessment Committee recommendations. Most computer classes represent programming. Computer use has been integrated into many classes, such as English, Math and Science. Computers are used extensively at all levels of education from kindergarten through college. Many of the schools are moving away from computers assembled into computer labs with assigned times for specific classes to use the lab. The trend is to move the computers into the classroom which expands their potential use. Commitment to expanded use of computers is not a problem, but lack of funding is a serious problem in keeping computers and software up to date. Time is also a problem since the teachers need constant training to keep up to date. According to Frank Silva, Director of Secondary Education for Napa Valley Unified School District, approximately four million dollars is needed for computers.

The demand for computer classes is heavy at both the college and the adult school since so many adults are learning to use computers for the first time. Antonio Vianna, Vice-President of Human Resources for The Doctors' Company said employees are a potential resource as teachers for computer studies in adult programs since many have experienced the difficulty of learning computers for the first time as adults.

II. Develop a county-wide typing/keyboarding proficiency certificate.

Elaine Moulton, a Personnel Officer for Napa State Hospital with hundreds of office technician positions to fill, brought to the attention of the committee that large numbers of applicants cannot type or their typing skills need drastic improvement.

III. Examine real estate program for duplication of course offerings since the local Board of Realtors provides educational opportunities in this field.

Mark Coleman, Chair of the Education Committee for the Napa Chamber of Commerce and a State Farm Insurance Agent, also pointed out that the units offered in real estate at the community college may not fulfill requirements of the major at a four-year college.

IV. Expand the Work Experience component at both the high school and college levels.

Students need to get into the workplace as part of their learning. Napa Valley College should explore giving credit for work experience.

V. Explore developing Bio-Technology Programs at Napa Valley College; support and encourage business and education partnerships in the program development.

The Bio-Med program has a very low enrollment. Electronics programs are decreasing in enrollments all over the state. Tony Apolloni, Associate Superintendent of Educational Services for the County Office of Education, suggested that Bio-Technology has great potential for future growth.

VI. Explore post-secondary training needs for high school students in Metal and Wood.

These programs have high enrollment at the high school level. It has been assumed that students go into apprenticeship programs, but the role of the community college in further training should be examined.

VII. Market the community college programs in Administration of Justice at the high schools.

Although Administration of Justice programs at the college have high enrollments, there are no programs at the high school level or recommended prerequisites which would lead students into the college programs.

VIII. Explore ways to expand the Associate Degree Program in Nursing.

This program, which trains students to become Registered Nurses, is full with long waiting lists while local hospitals experience a severe shortage of nurses.

Further analysis of the information on Charts 1 and 2 will continue when this committee re-convenes in the fall.

One of the important issues discussed by this committee is the State Department of Education criteria for "grading" high schools. Frank Silva stated that one criterion is the number of students who complete the University of California A through F subject requirements, leading to a focus on college preparatory courses. This appears to be an obstacle to career-vocational education planning, which may or may not lead to a degree from a four-year institution. Many educators have indicated that fulfilling the A through F requirements leaves little room for electives in a student's schedule. Vocational education courses are the only "cateogory" of courses which students are not required to sample to fulfill for subject area requirements. Tony Apolloni predicted future changes by the State Department of Education in the criteria.

Chart 1

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
COMPUTER STUDIES	634	27				*	110	8					18	1					*integrated into Math, Foreign Language, Science
Intro Computers and Careers				23	1		41	3								24	1		
Intro Computers				19															
Computer Programing				6															
BUSINESS	1212	90																	
Business Math							8	1											
Starting a Small Business				17	1					34	2		17	1					
Applied Math				55	2														
Small Business Ownership																			
Typing				230	9		29	1					59	2		24	1		
Beg. Typing				142	8														
Consumer Math				22	2		2												
Rest. Training				77	6					119	6								
ROP Retail Student Store				99	6					112	6					15	1		
ROP Banking Occupations										20	1								
Office Tech.				66	2					51	4		17	1		18	1		
ACCOUNTING	197	8					72	3					12	1					
Accounting				51	2											7	1		
Recordkeeping				91	3														
Math on Machines				33	1														
REAL ESTATE	40	1																	
WORK EXPERIENCE	55	21		150	6								25	1					

95

96

Students in ROP are listed in school column and ROP column.

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
AGRICULTURE	98	18																	
Agricultural Science				11	1														
Landscape Design																			
Ornamental Horticulture				11															
Ag. Fundamentals ROP				40	3					48	3								
ROP Agriculture				8															
Horse Management				105	5					105	5								
VITICULTURE	208	11																	
COSMETOLOGY																			
Cosmetology ROP	38	5		28	2					100									
Manicurist										21									
EARLY CHILDHOOD																			
Human Relations	460	19		36	1					30	1								
Family Day Care										51	2								

97

98

[redacted] Students in ROP are listed in school column and ROP column.

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
PHOTOGRAPHY	171	7																	
Photo 1,2,3,4																			
FIRE MANAGEMENT	18	1																	
ELECTRONICS	105	7								16	1		19	1					
Electronics				29	1														
Principals of Tech.				43	2														
DRAFTING	178	12											35	2					
Archt. Drafting				31												17	1		
(Computer)				6															
Tech. Drafting				126	6											16	1		
Voc. Drafting				1															
Graphic Occ.				108	4					105	3								
Publications Prod.										24	1					24	1		
MACHINE TECH	34	6																	
Machine Shop				45	3														
Rec. Vehicles				31	1					33	1								
Auto Mechanics				33	2														
ROP Auto Mech.				173	7					166	9								
Body and Fender				66	4					66	4								

Students in ROP are listed in school column and ROP column.

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
BIO MED	8	1																	
WELDING	69	11																	
Welding				28	2														
ROP Welding				18	1					18	1								
TELECOMMUNICATIONS	74	7								46	2		33	2					
Camera and Offset				1															
Journalism 1,2,				23	2														
AVIATION																			
Aviation				28	1														
WOOD TECHNOLOGY																			
Wood 1,2,3,4				199	8					76	4		23	1		22	1		
Carpentry				93	4					83	4								
Building Maintenance				9	1					9	1								
ADM. OF JUSTICE	298	6																	
LAW ENFORCEMENT	518	21																	

[redacted]

Students in ROP are listed in school column and ROP column

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
CORRECTIONS/ PROBATION	15	1																	
WILDLIFE LAW ENFORCEMENT	16	1																	
PARALEGAL	31	1																	
METAL													18	1					
Metal 1,2,3,4				184	8														
Metal Sculpture				11	1														
Body & Fender				66	4					66	4								
VOCATIONAL NURSING	75	2																	
Nursing Assistant				65	2					51	2								
Home Health Aide										12	1								
ASSOCIATE DEGREE	96	2																	
Nursing (RN)																			

[redacted] Students in [redacted] are listed in school column and ROP column.

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
PSYCHIATRIC TECH	59	2																	
RESPIRATORY THERAPY	59	2																	
EMERGENCY MEDICAL TECHNICIAN	40																		
THERAPEUTIC MASSAGE	24	1																	
NUTRITION	107	2																	

105

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Educational Offerings and Enrollments in Napa. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
CORONARY CARE	18	1																	
IV THERAPY	29	2																	
PHYSICAL ASSESSMENT	18	1																	
ANATOMY & PHYSIOLOGY	130	2																	
ACUPRESSURE SHIATSU	13	1																	
MEDICAL TERMINOLOGY	43	1																	

Students in ROP are listed in school column and ROP column

Students in ROP are listed in school column and ROP column.

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
PHARMACOLOGY	144	2																	

Chart 2

Students in ROP are listed in school column and ROP column

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
COMPUTER STUDIES	634	27		48	1	*	151	11					18	1		24	1		*integrated into Math, Foreign Lang., Science
BUSINESS	1212	90		708	36		39	2		336	19		93	4		57	3		
ACCOUNTING	197	8		175	6		72	3					12	1		7	1		
REAL ESTATE	40	1																	
WORK EXPERIENCE	55	21		150	6								25	1					
AGRICULTURE	98	18		175	9					153	8								
VITICULTURE	208	11																	
COSMETOLOGY	38	5		28	2					121									
EARLY CHILDHOOD	460	19		36	1					81	3								
PHOTOGRAPHY	171	7																	
FIRE MANAGEMENT	18	1																	
ELECTRONICS	105	7		72	3					16	1		19	1					
DRAFTING	178	12		272	10					129	4		35	2		57	3		
MACHINE TECH	34	6		348	17					265	14								
BIO MED	8	1																	
WELDING	69	11		46	3					18	1								
TELECOMMUNICATIONS	74	7		24	2					46	2		33	2					

[redacted]

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
AVIATION				28	1														
WOOD TECHNOLOGY				301	13					168	9		23	1		22	1		
ADM. OF JUSTICE	298	6																	
LAW ENFORCEMENT	518	21																	
CORRECTIONS/PROBATION	15	1																	
WILDLIFE LAW ENFORCEMENT	16	1																	
PARALEGAL	31	1																	
METAL				261	13					66	4		18	1					
VOCATIONAL NURSING	75	2		65	2					63	3								
ASSOCIATE DEGREE (RN)	96	2																	
PSYCHIATRIC TECH	59	2																	
RESPIRATORY THERAPY	59	2																	
EMERGENCY MED TECH	40																		
THERAPEUTIC MASSAGE	24	1																	
NUTRITION	107	2																	
CORONARY CARE	18	1																	
IV THERAPY	29	2																	

Students in ROP are listed in school column and ROP column.

Educational Offerings and Enrollments in Napa Co. Spring 1991 COURSES	NVC			NVUSD			NV AD SCH			ROP			ST HELENA			CALISTOGA			COMMITTEE COMMENTS
	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	ENROLL	SECTION	OTHER	
PHYSICAL ASSESSMENT	18	1																	
ANATOMY & PHYSIOLOGY	130	2																	
ACUPRESSURE SHIATSU	13	1																	
MEDICAL TERMINOLOGY	43	1																	
PHARMACOLOGY	144	2																	
115																			116

Students in ROP are listed in school column and ROP column.

APPENDIX E

STUDENT SERVICES COMMITTEE

Summary Report

Recommendations on Mission Statement & Goals

Presented to

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP

May 15, 1991

Summary Report

The Student Services Committee has met seven times. The first meeting was on February 6, 1991. The functions of this committee include planning for promotion of career-vocational education, recommending specific techniques for the recruitment of students, dissemination of career information, and identifying student support services necessary for the success of students after graduation with a focus on the special needs of "at risk" students.

After examining the functions proposed in the organizational structure, the committee divided their task into three stages of examination:

1) What is being done now?
2) What is working? What is not working?
3) What could be? A wish list for improved student services.

Examining "what is" proved to be a complex task. Many teachers and counselors were invited to attend one committee meeting to assist with information-gathering. The results of this effort to date are in the attached reports. The information was assembled and the reports written by the following committee members:

Calistoga Junior/Senior High School - Sylvia Uranga Drawsky
Napa High School - John Todd
Napa Valley Adult School - Larry Swan
Napa Valley College - Lauralyn Bauer & Bill Blair
St. Helena High School - Sylvia Uranga Drawsky
Vintage High School - Larry Swan
Napa Valley Unified's Special Education Department
Alternative Programs - Kasey Green

This analysis will continue in September with filling information gaps and analyzing the effectiveness of current procedures.

Recommendations on Mission Statement & Goals

1. Review and adopt one set of competency levels as a county wide standard for Goal II. A. 1.

> "Develop competency levels for interpersonal skills and work maturity traits..... with employer input."

A wealth of material already exists on competency levels; it's a matter of selection with consensus by all the educational entities. If needed, Bill Simons and Carol McLain can provide resource material.

2. Regarding Goal II. A. 2. and II. B. 8.:

> "Develop competency levels for clear, concise written communication and levels of achievement in math for students in career-vocational education programs."
>
> and
>
> "Re-examine graduation competency testing to assure that job-related skills are adequately tested."

Focus on development of integrated curriculum. Testing does not change competency levels. Employer needs should be moved into the curriculum. It would be more cost-effective to put the time and money toward integrating curriculum. For example, correct English grammar, spelling, punctuation should be expected in ALL classes, regardless of subject area. Chemistry classes could include some experience with the chemistry labs in the wine industry or medical laboratories. Academic classes can include meaningful components which involve interviewing or writing a resume. Career exploration, real life experiences, and set standards for competency in English or Math can be incorporated into any subject area without deviating from the subject.

3. Require a Vocational Education class for all students for graduation. This is currently a requirement at St. Helena High School which has a high percentage of college bound students so it can work. It also gives students an opportunity to explore career interests. For example, a future philosophy major may still benefit from the experience of a class on auto or small engine repair.

4. Resource commitment from administration for Career-Vocational Education.

A. Leadership in promoting to students and parents the importance of career-vocational education for opening doors to college and/or further technical training .

B. Provide a full time vocational education coordinator to oversee all high school vocational education courses throughout the Valley, at minimume, a half-time person with strong clerical support.

C. Provide teaching assistants (TAs) or classroom aides, particularly in combination classes. This could be accomplished with teacher-selected TAs or asking the business community to provide employees to assist for a limited number of hours each semester.

D. Provide public, formal recognition of the accomplishments of Vocational Education students.

5. Designing specific internship programs should be the first priority (Goal II. C.). High school credit should be given for high school internships and college credit for college level internships.

With the exception of internships, the listed activities represent passive involvement by the student which may have no effect. For example, if a student attends a Career Fair, student output should be required, such as a written self-analysis on what they learned of benefit in their personal career exploration.

Field trips could be organized and encouraged for students interested in specific career areas in the same manner that field trips are now organized for visiting colleges.

6. Drop II. B. 2. - the business vocational magnet school.
It is unrealistic, expensive and not in the best interest of students to label and separate them.

7. Develop a computerized student database on student career interests and competencies demonstrated through completion of career-vocational education classes, essentially developing a computer resume available at the Career Center for referral to employees for jobs and to assist the student in future decision-making. This could be implemented at all high schools for almost no cost.
Add to Goal II. C.

8. Appoint a task force to focus on the unique needs of limited English students and Special Education students. Add as an objective to Goal III. Sylvia Uranga Drawsky and Carole McLain have volunteered to assist the Partnership Steering Committee in identifying individuals in education and business whose participation would be essential for success.

CONCLUSION:

BY CONSENSUS THIS COMMITTEE RECOMMENDS THAT THE TOP PRIORITY FOR THE WORK PLAN SHOULD BE:
DEVELOPMENT OF INTERNSHIPS AND INTEGRATION OF CURRICULUM

The Employability Profile has far less benefit to the student, considering the limitations of time and money.

APPENDIX F

REGIONAL SUBJECT AREA ADVISORY COMMITTEE

FOR BUSINESS EDUCATION

Recommendations on Mission Statement and Goals

Presented to

NAPA COUNTY BUSINESS/EDUCATION PARTNERSHIP

May 15, 1991

The first regional subject area advisory committee was established on April 9, 1991. The committee has been established as an advisory committee for business education throughout Napa County. They have met three times. This committee will be a model for future committees in other career-vocational fields, such as health occupations or trade and technical programs.

One of the functions of this committee set forth in the organizational structure of the Partnership was to analyze current employment trends, current and projected needs. Each committee member received a copy of the Employer Needs Survey. Since the recommendations of the Needs Assessment Committee were integrated into the Mission Statement, Goals and Objectives, this committee has focused on reviewing those documents and responding with recommendations and some suggestions for their role in assisting the Partnership to reach those goals.

The consensus of the Committee was that they agree with the goals which are subject to final approval on May 15, 1991, and they are eager to assist in working toward those goals. Considering the need for bilingual employees, they are especially interested in assisting the Partnership to support Goal III. The following recommendations relate to the objectives:

1. Employers should be encouraged to use the Employability Profile in screening applicants and let applicants know that the Profile is part of the screening. This is a suggested addition to promoting availability of the form. (Goal II, A. 4.)

2. Require a 5-unit (one semester) course in vocational education for high school graduation. This is currently a requirement at St. Helena High School.

3. Infuse competencies from Goal II. A. 1. & 2. into existing classes already required for graduation.

4. Infuse job-related competencies (Goal II. A. 1. & 8.) into proficiency tests.

5. Work with selected employers who are willing to offer internships to develop a couple of career pathways leading to identified jobs. (Goal II. B. & C.)

6. The Partnership is encouraged to eliminate Goal II. B. 7. (college credit classes at the high school) as a separate statement since it would be a product of II. B. 3., establishing 2+2 Tech Prep programs.

This Committee also examined their role in the Partnership in relation to their functions and the goals. Following are their suggestions for activities which related directly to their role and functions.

1. An appropriate assignment would be for the Committee to examine course outlines in business education in order to include competencies in employability traits.

2. The Needs Assessment Committee has already indicated an interest in working with employers to develop internships. The Needs Assessment Committee could identify the employers and the job outcomes while the Regional Subject Area Advisory Committee reviews course outlines and meets with faculty members in order to establish a sequence of existing courses (high school/and or college) which would provide the appropriate competencies. This could be a joint project for the two committees.

3. The Regional Subject Area Advisory Committee would also be available to assist as needed in articulation and coordination of courses which includes identification of gaps and duplications in business education.

In discussion this Committee also expressed concern that employers need to recognize their responsibility in orientation of new workers, assisting workers in understanding their roles in the overall productivity of the organization. Clear job specifications are important so the employee knows what is expected; they are also essential for referring students for job placement.

APPENDIX G

Napa County Business/Education Partnership Survey

The following survey asks for your opinions on the project and the planning process. The results will be used to evaluate the project and make recommendations. Please take a few minutes to complete these items. Thank you for your help!

Q-1 How satisfied are you with the Mission Statement and Goals and Objectives? (Please circle answer)

Very Satisfied				Not Satisfied
1	2	3	4	5

Comments.

Q-2 How satisfied are you with the organizational structure: number of committees, functions of each committee, committee composition (number of employers and educators), etc.?

Very Satisfied				Not Satisfied
1	2	3	4	5

How could we improve the organizational structure? (Please describe)

Q-3 How satisfied were you with the accomplishments of your committee?

Very Satisfied				Not Satisfied
1	2	3	4	5

Q-4 Who initially contacted you about participating in the project? (Circle one)

1 Project Coordinator (Arlene Corsello)
2 Committee Member
3 Other (describe) _____

Q-5 What motivated you to participate in the project? (Circle all that apply)

1 Want to improve the pool of potential employees
2 Assigned to participate by my organization/institution
3 Interested in the employer perspective of career-vocational education
4 Concern for students' employment opportunities after graduation
5 Interested in a specific outcome in project planning. (describe) _____
_____
6 Other (describe) _____

Q-6 Which of the following are essential for your continued participation on a committee? (Circle all that apply)

1 Morning meetings
2 Lunch meetings
3 Afternoon meetings
4 Evening meetings
5 Frequency of meetings. How often? _____ per _____
6 Length of meetings. How long? _____
7 Location of meetings. Where? _____
8 Other (describe) _____

Q-7 Which committee do you serve on?

1 Steering Committee
2 Needs Assessment
3 Planning and Development Committee (formerly Coordinating Comm.)
4 Regional Subject Area Advisory Committee
5 Student Services Committee

Q-8 Which area do you represent?

1 Employer
2 Education

Is there anything else you would like to share with us about your experience on this project?

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